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ABSTRACT

Data were consolidated from 11 studies conducted at William Rainey Harper College (WRHC) between 1974 and 1981. The studies surveyed a total of 1,939 students, who left WRHC after attending at least one semester, to determine their educational objectives, current activities, employment characteristics, educational activities, and evaluation of various aspects of their WRHC experiences. The studies, which achieved an average response rate of 72%, revealed the following: (1) the proportion of students who returned to WRHC subsequent to stopping out declined from 35% among 1974-76 students to 15% among 1980-81 students; (2) after returning to WRHC, stopout students averaged another 10 credit hours; (3) the most frequently cited reason for leaving WRHC given by the 1980-81 students was that their educational goals had been met, and the second most frequently cited reason was to transfer to another college; (4) the average salary for the 1980-81 respondents was $18,000, compared to an average of $14,300 for career alumni; (5) 61.5% of the 1980-81 respondents were employed full-time, contrasted to an average of 47% for previous respondents; (6) among 1973-74 respondents, only 53% perceived their jobs as permanent, compared to 69% of the 1980-81 respondents; and (7) overall, the respondents felt that WRHC had prepared them best in communication skills and least in job search, technical job, and managerial skills. Extensive data tables and the survey instruments are included in the study report. (Author/HB)

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WILLIAM RAINEY HARPER COLLEGE

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FOLLOW-UP STUDIES OF STUDENTS WHO STOPPED OUT 1974-1981

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ABSTRACT

THE PURPOSE OF THIS REPORT WAS TO CONSOLIDATE THE DATA FROM ELEVEN DIFFERENT STUDIES WHICH HAD BEEN CONDUCTED SINCE 1974 CONCERNING STOPOUTS. THESE STUDIES SURVEYED STUDENTS WHO, AFTER ATTENDING HARPER FOR ONE SEMESTER OR MORE, FAILED TO ATTEND HARPER DURING A PARTICULAR SEMESTER BEFORE COMPLETING 48 OR MORE CREDIT HOURS. THESE ELEVEN STUDIES SURVEYED 1,939 STUDENTS AND ACHIEVED AN AVERAGE RESPONSE RATE OF 72 PERCENT. SURVEY DATA WAS SUPPLEMENTED BY STUDENT RECORD DATA ON EACH OF THESE STUDENTS.

THE PERCENTAGE OF STOPOUTS WHO RETURN TO HARPER HAS DECLINED DRAMATICALLY OVER THE YEARS FROM 35 PERCENT AMONG 1974-1976 STOPOUTS TO ONLY 15 PERCENT AMONG THE MOST RECENT 1980-1981 STOPOUTS. AFTER RETURNING, STOPOUT STUDENTS THROUGHOUT THE YEARS AVERAGE ANOTHER 10 CREDIT HOURS AT HARPER.

THE MOST FREQUENTLY CITED REASON FOR LEAVING HARPER GIVEN BY THE 1980-1981 STOPOUTS WAS THAT THEIR EDUCATIONAL GOALS WERE COMPLETE. ONE-FOURTH OF THE 1980-1981 STOPOUTS CITED THIS REASON, MAKING THE RESPONSE MORE THAN TWICE AS FREQUENTLY AS PREVIOUS STOPOUT GROUPS. THE SECOND MOST FREQUENT REASON GIVEN BY THE 1980-1981 STOPOUTS WAS TO TRANSFER TO ANOTHER COLLEGE. THIS PERCENTAGE ALONG WITH THE 1978 STOPOUT FREQUENCY FOR TRANSFERRING IS MUCH HIGHER THAN THE TRANSFER FREQUENCY GIVEN BY EARLIER STOPOUT GROUPS. BECAUSE OF ECONOMIC CONDITIONS JOB PRESSURES WERE FAR LESS A FACTOR FOR STOPPING OUT FOR THE 1980-1981 GROUP.

IN GENERAL, STOPOUTS WHO TRANSFER DO WELL WHEN COMPARED TO OTHER GROUPS. WHEN EMPLOYED, THEY HAVE BETTER JOBS BUT THE WORK IS LESS RELATED TO THEIR COURSE WORK WHEN COMPARED TO CAREER ALUMNI WHO HAVE TAKEN MUCH MORE COURSE WORK IN SPECIFIC CAREER FIELDS AT HARPER.

TABLE OF CONTENTS

I. Purpose 1

II. Population Surveyed 1-2

III. Method. 3

IV. Discussion of Results 3-5

V. Major Conclusions 5

VI. Detailed Results

A. Primary Purpose in Enrolling at Harper. 6

B. Status of Major Field 6

C. Major Fields. 6-7

D. Primary Status while at Harper. 7

E. Present Status. 8

F. Educational Goals 8

G. Satisfaction with present Educational Goals 8

H. Harper's Educational Value. 9

I. Major Reason for not Returning. 9

J. Employment

1- Present Position 10

2- Self-Employment Status 10

3- Present Employment Status. 10

4- Relatedness of Present Job to major field prepared for at Harper 10

5- Management/Supervisory Experience. 11

6- Degree to which student was prepared by Harper 11

7- Other Skills Mentioned 11

8- Salary Ranges. 12

9- Geographic Location of Work. 12

10- Method by which student found job. 13

K. Present College Attending 13

1- Class Level. 14

2- Relatedness of present major to major at Harper. . . . 14

3- Portion of courses transferred to new college. 14

4- Credit hours not accepted for transfer 15

5- Cumulative GPA at new college. 15

L. Rating of courses taken at Harper. 16-20

M. Helpfulness of Instruction. 21

1- Examples of how instruction was very helpful 22-23

2- Examples of how instruction was not helpful. 23

N. Did educational or vocational goals change as a result of attending Harper 24
1- Number of times goals changed. 24
2- Nature of changes. 24
3- What services were used in making these changes. 24
4- Examples of other ways of making changes 24
O. Reasons for seeing a counselor. 25
1- Rating of counseling services received 25
2- Helpfulness of counseling received 25
3- Examples of how counseling was/was not helpful 25-28
P. Helpfulness of advice given by a faculty member 28
1- Examples of how faculty member was/was not helpful . . . 28-29
Q. Comments made concerning Harper College 30-37
R. Hours worked per week off campus while attending Harper . . 38
1- How would you describe this work 38
2- Relationship of this work to your major academic field at Harper. 38
S. Hours per week spent in extracurricular student activities. 39
T. Hours per week spent informally on campus 39
U. Student activities attended or student services used. . . . 39
V. Groups. 40
W. Comparison of Stopouts over various time periods. 41
VII. Appendix. 42
A. Survey Instrument 43-65

Purpose

The purpose of this report was to consolidate the data from eleven different studies which had been conducted since 1974 concerning stopouts. These individual studies surveyed students who, after attending Harper for one semester or more, failed to attend Harper during a particular semester before completing 48 or more credit hours. A report published two years prior to this has been updated by including the most recent survey of 1980-1981 stopouts.

Population Surveyed

The following quasi-random samples of students who had accumulated less than 48 hours of credit were surveyed:

Sample Number	Sample Size	Credit Hours Accumulated Before Stopping Out	Semester Attended Harper	Semester Student Failed to Return to Harper
1	233	15 hrs. or under	Spring, 1974	Fall, 1974
2	205	16 hrs. - 47 hrs.	Spring, 1974	Fall, 1974
3	205	15 hrs. or under	Fall, 1974	Spring, 1975
4	210	16 hrs. - 47 hrs.	Fall, 1974	Spring, 1975
5	97	15 hrs. or under	Spring, 1975	Fall, 1975
6	100	16 hrs. - 47 hrs.	Spring, 1975	Fall, 1975
7	100	15 hrs. or under	Fall, 1975	Spring, 1976
8	99	16 hrs. - 47 hrs.	Fall, 1975	Spring, 1976
9	290	47 hrs. or under	Spring, 1978	Fall, 1978
10A	148	15 hrs. or under	Spring, 1980	Fall, 1980
10B	52	16 hrs. - 47 hrs.	Spring, 1980	Fall, 1980
11A	115	15 hrs. or under	Fall, 1980	Spring, 1981
11B	85	16 hrs. - 47 hrs.	Fall, 1980	Spring, 1981

After an appropriate follow-up effort these return rates were obtained from each sample:

Sample Number	Mail Responses N	Mail Responses PCT	Telephone Responses N	Telephone Responses PCT	Total Responses N	Total Responses PCT	Non-For-Wardable N	Non-For-Wardable PCT	Unable to Reach by Telephone N	Unable to Reach by Telephone PCT	Refused to Answer N	Refused to Answer PCT	Total Non-Responses N	Total Non-Responses PCT	Grand Total N	Grand Total PCT
1	71	30.5	101	43.3	172	73.8	25	10.7	36	15.5	0	0	61	26.2	233	100
2	70	34.2	87	42.4	157	76.6	16	7.8	32	15.6	0	0	48	23.4	205	100
3	64	31.2	91	44.4	155	75.6	8	3.9	27	13.2	15	7.3	50	24.4	205	100
4	90	42.8	72	34.3	162	77.1	15	7.2	33	15.7	0	0	48	22.9	210	100
5	30	30.9	23	23.7	53	54.6	16	16.5	23	23.7	5	5.2	44	45.4	97	100
6	31	31.0	32	32.0	63	63.0	13	13.0	20	20.0	4	4.0	37	37.0	100	100
7	26	26.0	44	44.0	70	70.0	8	8.0	21	21.0	1	1.0	30	30.0	100	100
8	29	29.3	45	46.4	74	74.7	8	8.1	17	17.2	0	0	25	25.3	99	100
9	84	29.0	110	37.9	194	66.9	32	11.0	61	21.1	3	1.0	96	33.1	290	100
10	71	35.5	72	36.0	143	71.5	21	10.5	36	18.0	0	0	57	28.5	200	200
11	56	28.0	91	45.5	147	73.5	11	5.5	40	20.0	2	1.0	53	26.5	200	100
Total	622	32.1	768	39.6	1390	71.7	173	8.9	346	17.8	30	1.6	549	28.3	1939	100

Close to a 72 percent response rate was obtained from these various stopout surveys conducted between 1974-1981. This response rate is very satisfactory for this type of study.

Method

The survey forms shown in the appendix were developed by the Office of Planning and Institutional Research and were mailed to the target population. The survey asks the students about their present employment status, their educational achievement, the reasons they left Harper and their evaluation of various aspects of Harper. In each of these surveys the first mailing was conducted approximately one year after the students had interrupted their education at Harper. About three weeks after the original mailing a second survey was sent to non-respondents. After another three weeks those still not responding were surveyed over the telephone.

In addition to the survey information, data from student records at Harper was gathered on student groups one through nine. Data was gathered through the spring of 1983 for the 1980-1981 Stopout Survey.

Discussion of Results

In comparing the most recent 1980-1981 group with earlier stopouts, there were some big changes in the reasons students stop out. For example, the most frequently cited reason (24 percent) for stopping out by the 1980-1981 stopouts was that they had completed all their educational goals. In the past, only 6-13 percent of the stopouts gave this reason. Also this latest group was more likely (9 percent vs. 6 percent) to stop out because courses were not offered at convenient times. On the other hand, this 1980-1981 group was less likely to report that they were having a problem relating to Harper such as - goals not well defined, unorganized study effort or lack of awareness or interest. Twenty percent of the last stopout group indicated they were transferring to another college. This is similar to the 22 percent reported by the 1978 group but much higher than the 12-13 percent of the earlier groups who reported this as the reason for stopping out. Job pressures as a factor for stopping out fluctuates with the economic conditions. When the economy is good this reason is cited very often, but when the economy is bad this reason is given less often. Since the present times represent a bad economic environment, only 9 percent of the 1980-1981 stopouts gave job pressures as a reason, whereas 25 percent of the 1978 group cited this reason.

Students who choose to leave Harper for transfer reasons appear to do very well. Over three-fourths of them successfully transfer 100 percent of the credit hours earned at Harper. These same students earn about a 3.00 GPA (B average) at their new college. Amazingly, these two statistics are equivalent to what happens to regular transfer alumni (those who earn 48 credit hours or more in a baccalaureate oriented program). Interestingly, the 1975-1976 stopout survey indicated only 12 percent left Harper to transfer, but in another study conducted on this group seven years later, 24 percent had actually transferred to another college.

About two thirds of the stopouts are employed full time after leaving Harper and only 2½ percent are unemployed but seeking employment. Some 44 percent found their jobs on their own while another third continued to work on the same job they held when they entered Harper. When looking at the relationship between courses taken at Harper and the job, one finds that 39 percent of the stopouts are working in areas closely related to their course work. This compares with 61 percent for career alumni. This discrepancy would be expected as the alumni group has invested a lot more time in their course work. About 41 percent of the stopouts permanently supervise other people as opposed to only 21 percent of the career alumni. The average salary for 1980-1981 stopouts

was $18,800 which compared to an average salary of $14,300 for the 1980 career alumni.

There were several trends over the years regarding the employment situation of stopouts. The employment status has been rising over the years and is now close to the beginning professional level and is a little higher than employment status of career alumni. Secondly, jobs are increasingly perceived as more permanent. For example, among the 1973-74 stopouts only 53 percent perceived their job as permanent while among the 1980-81 stopouts 69 percent perceived their job as permanent. In short, stopouts have better jobs which are less related to their course work than is the case for career alumni.

When asked to identify how well Harper prepared stopouts for employment, these students indicated they were best prepared in communication skills. The rating was at the "Harper helped somewhat" level. At the same time these stopouts indicated they were least prepared for job search skills, technical job skills and managerial skills. These levels were halfway between "no help" and "some help". In general, career alumni indicate they were helped much more in these areas than were the stopouts as one would expect with a larger educational investment made by the alumni. The last two stopout groups have indicated the courses in which they enrolled were less beneficial than did the earlier stopouts. Among the 1980-81 stopouts, the most beneficial course areas were Business, Math, Data Processing, Psychology, English and Accounting. Some 58 percent said the instruction was generally or sometimes very helpful.

These students who interrupted their education at Harper were asked to describe their college experiences while on the Harper campus. The vast majority (86 percent) reported they did not change their educational goals as a result of attending Harper. Some 59 percent said they had a definite major field while 11 percent said they were searching for a field and 30 percent stated they didn't need a major field.

The majority of stopouts have no opinions about the value of counseling or of the academic advice given by faculty. Among those who do have an opinion, most were positive centering around "being somewhat helpful."

The most recent stopouts (1980-1981) were much more likely to be employed full time (61½ percent) than were previous stopouts (47½ percent). This is interesting in that, despite this fact, fewer among this group stopped out for job pressure reasons. Only about one-third of the employment situations were related to the student's course work at Harper.

As is the case among all groups of students, participation in extra curricular activities has been declining over the years. Only 8½ percent of the 1980-1981 stopouts participated in any extracurricular activities. Similarly, hours spent on informal activities on campus has also been declining over the years. Concerts continue to be the student activity most attended by stopouts when they were enrolled at Harper.

Another phase of the study examined what portion of the stopouts returned to Harper after a two or three year period and then looked at how many hours they accumulated after returning. Surprisingly, return rates for

Discussion of Results (continued)

stopouts are independent of the hours accumulated before stopping out. Therefore, students with 15 credit hours or less who stop out are just as apt to return as students with more than 15 credit hours at the time of stopping out. However, there has been a very substantial trend in these return rates over the years. Among the 1974-1976 stopouts, 35 percent returned, while 24 percent returned from the 1978 stopouts, and only 15 percent returned from the 1980-1981 stopouts. This is an amazing statistic since enrollment figures show a larger percentage in recent years are returning students. This would mean that recent returning students are far less likely to skip a semester than did students in earlier years. This low percentage of the 1980-1981 stopouts who said they left Harper to transfer or because their educational goals were complete. One would not expect these students to return. Students who do return average another ten credit hours at Harper.

Major Conclusions

The percentage of stopouts who return to Harper has declined dramatically over the years from 35 percent among 1974-1976 stopouts to only 15 percent among the most recent 1980-1981 stopouts. After returning, students average another ten credit hours at Harper.

The most frequently cited reason for leaving Harper given by the 1980-1981 stopouts was that their educational goals were complete. One-fourth of the 1980-1981 stopouts cited this reason, making the response more than twice as frequently as previous stopout groups. The second most frequent reason given by the 1980-1981 stopouts was to transfer to another college. This percentage along with the 1978 stopout frequency for transferring is much higher than the transfer frequency given by earlier stopout groups. Because of economic conditions, job pressures were far less a factor for stopping out for the 1980-1981 group.

In general, stopouts who transfer do well when compared to other groups. When employed they have better jobs but the work is less related to their course work when compared to career alumni who have taken much more course work in specific career fields at Harper.

SURVEY OF STUDENTS ENROLLED ONE SEMESTER BUT NOT ENROLLED THE FOLLOWING SEMESTER

Primary Purpose in Enrolling at Harper	Year Students Stopped Out 1973 1974	1974 1975	1975 1976	1978	1980 1981
Prepare for external certification		0	0	0	1.4
Earn an associate degree and transfer		16.5	15.3	20.1	12.4
Earn an associate degree in a career field		16.1	18.8	15.5	17.3
Earn a certificate in a career field		7.3	9.0	6.7	7.8
Take some courses and transfer		21.6	13.4	23.7	11.6
Take some courses to upgrade job skills		14.2	13.0	22.2	23.6
Search for educational and career goals		8.7	13.0	3.6	8.8
Take courses for own interests		15.6	17.5	8.2	17.1
Total		100.0	100.0	100.0	100.0
Number of responses		646	261	194	290

Status of Major Field		
Had a specific major field	60.8	57.1
Didn't need a major field	28.4	31.1
Was searching for a major field	10.8	11.8
Total	100.0	100.0
Number of responses	194	289

Major Fields		
Business Transfer	17	24
Data Processing	5	17
Accounting	6	10
Material Management	1	9
Nursing	3	8
Criminal Justice	6	6
Liberal Arts	4	6
Secretarial Science	4	6
Engineering	4	5
Marketing Mid-Management	3	5
Refrigeration and Air Conditioning	2	5
Child Development	2	5
Interior Design	1	5
Education	1	4½
Art and Fine Arts	5	4
Legal Technology	3	4
Fire Science		4
Science	1	3
Journalism		3

Major Fields (continued)	Year Students Stopped Out 1973 1974	1974 1975	1975 1976	1978	1980 1981
Music					2½
Electronics				6	2
Real Estate				4	2
Supervisory and Administrative Management				3	2
Biology				1	2
Psychology					2
Mechanical Engineering Tech and Numerical Control					2
English and Literature					2
Math					2
Dietetic Technician				3	1
Medical Office Assistant				3	1
Medical Laboratory Technician				2	1
Food Service Management				2	1
Architecture - Technology				2	1
Park and Grounds Management				2	1
Physical Education				1	1
Fashion Design				1	1
Banking, Finance and Credit				1	1
Occupational Therapy					1
Speech and Communication					1
Interpreting for the Deaf					1
Horticulture				2	0
Dental Hygiene				1	0
General Studies				1	0
Chemistry				1	0
Public Administration				1	0
Operating Room Technician				1	0
Political Science				1	0
Primary Status while at Harper					
Full Time		43.0	40.8		21.0
Part Time		57.0	59.2		79.0
Total		100.0	100.0		100.0
Number of Responses		646	261		290

Present Status	Year Students Stopped Out				
	1973 1974	1974 1975	1975 1976	1978	1980 1981
Employed FT, not enrolled in collage	64.1	50.3	50.9	61.9	56.6
Employed FT, enrolled in college PT		8.2	12.3	7.2	8.6
Employed FT, enrolled in college FT	2.7	2.0	.8	2.6	1.7
Enrolled in college FT, employed PT	16.4	7.3	5.7	3.6	5.2
Enrolled in college FT, not employed		12.6	13.0	10.8	11.1
Enrolled in college PT, employed PT	4.5	1.2	1.9	1.6	1.7
Employed PT, not enrolled in college		4.4	5.0	3.6	4.5
Enrolled in college PT, not employed	-	1.2	1.5	2.1	.7
Armed Forces	0	1.2	.8	.5	.3
Unemployed, not enrolled in college, but seeking employment	2.5	4.0	.4	1.5	2.4
Homemaker	7.1	6.5	6.9	4.1	6.2
Unemployed or not enrolled in college, but seeking employment	2.7	1.1	.8	.5	1.0
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	267	646	261	194	290

Educational Goals	Year Students Stopped Out				
	1973 1974	1974 1975	1975 1976	1978	1980 1981
Presently enrolled in college FT	17.8	22.0	19.5	17.0	18.0
Presently enrolled in college PT	5.5	10.7	15.7	10.8	11.0
Plan to return next year at Harper	27.1	28.5	20.7	20.6	6.2
Plan to return next year at another college				11.9	4.5
Plan to return some day	23.5	16.7	22.6	15.5	14.1
Enrolled in a training program	3.4	1.8	.4	6.2	8.3
No plans to continue	10.8	14.1	13.0	.5	.3
Have completed educational plans				4.6	8.3
Plans unknown	11.9	6.2	8.1	12.9	29.3
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	267	646	261	194	290

Satisfaction with Present Educational Goals					
Satisfied	68.8	74.3	74.7	73.1	79.2
Not satisfied	20.6	11.4	12.6	9.3	8.3
Not sure	10.6	14.3	12.7	17.6	12.5
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	267	642	261	193	288

	Year Students Stopped Out				
Harper's Educational Value	1973 1974	1974 1975	1975 1976	1978	1980 1981
Beneficial on job	42.7	41.4	40.5	36.3	39.0
Beneficial if I resume education	30.9	32.7	34.5	24.0	20.0
Beneficial at present college				16.7	17.1
Gained a greater appreciation of life	10.9	15.5	15.5	13.7	19.2
Harper was of little benefit	15.5	10.4	9.5	9.3	17.4
Total	100.0	100.0	100.0	100.0	100.0
Number of responses	267	634	258	204	287
Major Reason for not Returning					
Completed educational goals	10.8	12.6	9.0	5.7	24.2
Transferred to another college	13.3	13.2	12.3	22.2	19.7
None of the courses were offered at a time convenient for student	4.8	4.7	4.6	6.2	9.0
New job, promotion, job pressures	16.3	12.5	20.7	24.7	9.0
Family responsibilities	6.3	7.5	6.5	5.1	6.4
Financial Problems	7.4	7.4	6.0	3.1	6.2
Moved out of Harper's district	6.7	4.0	3.8	5.2	4.5
Personal Problems	2.2	5.2	4.6	1.6	4.2
Marriage	3.0	2.9	2.5	2.1	3.2
Ineffective teacher	3.7	3.1	1.1	-	2.8
Educational goals were not well defined	6.0	4.2	3.3	4.6	2.6
Harper offered nothing further of interest	4.8	5.8	6.6	7.7	2.1
Courses desired were canceled or filled	2.6	1.8	1.9	1.1	1.4
Taking an educational break	-	-	1.1	-	1.0
Study effort was too unorganized	4.4	4.0	1.6	2.6	.7
No relationship between student's goals and courses at Harper	3.3	2.7	2.7	2.0	.7
Illness or accident	.8	1.1	2.2	.6	.7
Transportation problems	-	.7	1.1	1.0	.4
Courses were too difficult at Harper	-	.2	-	.5	.3
Active or reserve duty/armed services	-	.2	1.1	.5	.3
Dissatisfied with Harper	-	-	-	-	.3
Problem getting course approved at work	-	-	-	-	.3
Was not challenged at Harper	1.1	1.6	.5	1.0	0
Awaiting acceptance in specific program	.3	1.1	.8	1.0	0
Was not aware of registration time	.8	1.2	1.9	.5	0
Community responsibilities	-	.1	-	.5	0
Vacation or travel	-	-	2.2	.5	0
Academic problems/took too heavy a load	-	.9	.5	-	0
Inadequately prepared for college	.8	.9	1.1	-	0
Problems with counseling	-	.4	.3	-	0
Total	100.0	100.0	100.0	100.0	100.0
Number of responses	267	553	367	194	289

EMPLOYMENT		Year Students Stopped Out				
		1973	1974	1975		1980
Present Position		1974	1975	1976	1978	1981
Temporary until education is finished		15.5	22.3	15.7	32.0	12.3
Temporary until other goal met		31.5	20.4	21.1	12.2	18.5
Permanent job position		53.0	57.3	63.2	55.8	69.2
	Total	100.0	100.0	100.0	100.0	100.0
Number of responses			475	201	156	227
Self-Employment Status						
Self employed full time					5.8	6.6
Self employed part time					5.8	2.7
Not self employed					88.4	90.7
	Total				100.0	100.0
Number of responses					156	226
Present Employment Status	Index					
Unskilled labor	1	11.6	6.3	5.5	5.2	1.8
Semi-skilled labor	2	22.1	24.4	19.2	19.5	10.7
Technician/skilled labor, or foreman	3	16.0	23.6	19.8	20.8	23.6
Beginning professional	4	25.4	28.6	37.0	27.9	38.3
Experienced professional or second line supervision	5	18.2	15.0	17.5	26.0	23.7
Researcher or middle management	6	5.0	1.7	.5	0	1.0
Vice president level or higher	7	1.7	.4	.5	.6	.9
	Total	100.0	100.0	100.0	100.0	100.0
Number of responses			475	200	154	224
Mean employment status index		3.38	3.28	3.45	3.53	3.78
Relatedness of Present Job to major field prepared for at Harper	Index					
Identical	3		16.2	25.0	25.8	9.7
Closely related	2		21.3	17.0	12.9	29.5
Somewhat related	1		20.6	16.5	20.0	25.8
Not related	0		41.9	41.5	41.3	35.0
	Total		100.0	100.0	100.0	100.0
Number of responses			475	200	155	227
Mean relatedness index			1.12	1.26	1.23	1.14

Management/Supervisory Experience	Year Students Stopped Out 1975 1976	1978	1980 1981
Manage over 20 people	5.6	7.7	5.8
Manage 11-20 people	5.1	4.5	4.0
Manage 5-10 people	8.6	16.1	9.4
Manage 1-4 people	20.0	20.7	21.6
Occasionally manage others	23.6	21.3	21.7
Never manage others	37.1	29.7	37.5
Total	100.0	100.0	100.0
Number of Responses	197	155	224
Mean number managed	3.4	4.5	3.4

Degree to which student was prepared by Harper	Year Students Stopped Out 1975 1976 N	MR*	1978 N	MR*	1980 1981 N	MR*
Communication skills	66	.94	56	.66	85	.94
Greater appreciation of life	-	-	56	.61	80	.80
Specific job knowledge	77	.87	56	.66	86	.79
Maturity	66	.94	56	.57	82	.77
Managerial skills	177	.68	56	.54	82	.61
Technical job skills	63	.59	56	.36	84	.58
Job search skills	-	-	56	.29	78	.49
Other skills mentioned						
Widen horizons			1	2.00		
Build confidence			1	2.00		
Develop college experience			1	2.00		
Complete program requirement	3	1.67				
Relate to younger people	1	2.00				
Respect others more					1	2.00
Understanding of customers					1	2.00
Broader perspective of business					1	1.00
Mental stimulation					1	1.00

*Mean rating -- 2 = Harper helped considerably
1 = Harper helped somewhat
0 = Harper didn't help at all

Salary Ranges	Year Students Stopped Out 1973 1974	1974 1975	1975 1976	1978	1980 1981
Under $3,328		.3	0	2.1	0
$ 3,328 - $ 4,159	9.9	1.4	.7	1.4	.5
$ 4,160 - $ 4,999		3.4	.7	4.2	.5
$ 5,000 - $ 6,999	21.0	14.7	11.3	4.9	2.4
$ 7,000 - $ 8,999	17.1	23.2	19.9	14.1	4.3
$ 9,000 - $ 9,999	11.2	6.5	11.4	7.7	1.0
$10,000 - $11,999	14.5	15.2	14.9	14.1	8.2
$12,000 - $14,999	13.2	16.1	22.7	20.5	22.7
$15,000 - $19,999	9.2	14.1	11.3	16.9	27.0
$20,000 - $24,999	1.3	3.7	5.0	7.1	15.5
$25,000 - $29,999				4.9	6.3
$30,000 - $34,999	2.6	1.4	2.1	0	6.7
$35,000 - $40,000				1.4	3.4
$40,000 - $49,999				.7	1.0
$50,000 - $59,999					0
$60,000 - $69,999					0
$70,000 - and up					.5
Total	100.0	100.0	100.0	100.0	100.0
Mean Salary	$10,155	$11,140	$11,850	$13,507	$18,796
Median Salary	$ 9,206	$10,074	$10,810	$12,207	$16,964
Number of Responses		354	141	142	207

Geographic Location of Work	Distance Index					
Downtown Chicago	2	7.6	7.4	9.2	5.2	5.3
Outer fringers of Chicago	1	6.6	9.2	6.8	9.1	6.1
Harper district	0	53.5	53.7	68.0	71.4	72.4
Other Chicago suburbs	1	21.9	17.7	7.5	11.0	9.8
Within 40-100 miles of Chicago	3	5.5	6.1	2.0	.7	2.3
In Illinois more than 100 miles	4	0	2.3	2.5	1.3	.9
Outside Illinois	5	4.9	3.6	4.0	1.3	3.2
	Total	100.0	100.0	100.0	100.0	100.0
Mean distance index		.85	.87	.66	.44	.53
Number of Responses			475	200	154	226

Method by which student found job	Year Students Stopped Out 1973 1974	1974 1975	1975 1976	1978	1980 1981
Found job all on own				41.9	44.4
Working at same job as when entered Harper				21.9	31.6
Friend or relative helped				15.8	8.0
Newspaper ads				13.2	14.2
Employment agency				3.9	
Professional bulletin				.7	
Harper Placement Bulletin				.7	
Career coordinator or Faculty Member				.7	1.8
In Harper class				.6	
Job sought me out				.6	
Working at same job as when entered Harper but am now looking for another job					2.7
Total				100.0	100.0
Number of responses				155	225
Present College Attending					
Harper*	0	17.0	36.3	25.9	22.6
Northern Illinois University	3.7	10.8	18.7	5.6	14.3
Western Illinois University	5.7	3.3	4.4	7.4	7.1
University of Illinois - Champaign	5.7	3.8	3.3	5.6	1.2
Illinois State University	7.6	3.3	1.1	3.7	4.8
University of Illinois - Circle	3.7	6.1	1.1	1.9	0
Southern Illinois University	5.7	3.3	4.4	1.9	1.2
Loyola University	0	2.4	0	0	1.2
Roosevelt University	0	.9	0	0	9.5
Northeastern Illinois University	0	5.7	1.1	0	7.1
Eastern University	0	1.4	3.3	0	1.2
Other	67.9	42.0	26.3	48.1	29.8
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	53	212	91	54	84

* Those returning to Harper after being away one semester

	Year Students Stopped Out				
Class Level	1973 1974	1974 1975	1975 1976	1978	1980 1981
Freshman	3.2	16.5	11.6	9.3	11.9
Sophomore	45.2	32.1	26.7	59.2	28.6
Junior	41.9	33.5	29.2	20.4	17.9
Senior	6.5	10.8	26.7	1.8	32.1
Graduate school or Professional School	3.2	7.1	3.5	5.6	5.9
Unclassified	0	0	2.3	3.7	3.6
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	31	212	86	54	84
Relatedness of present major to major at Harper					
Identical	26.4	33.8	55.5	46.1	25.0
Closely related	17.0	24.2	17.8	17.3	33.7
Somewhat related	22.6	23.6	13.4	13.5	22.5
Not related	34.0	18.4	13.3	23.1	18.8
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	53	207	90	52	
Portion of courses transferred to new college					
0 - 20 percent	11.5	9.0	3.5		
20 - 40 percent	5.8	3.4	0		
40 - 60 percent	0	2.8	7.0		
60 - 80 percent	0	4.0	1.8	44.6	22.8
80 - 90 percent	1.9	9.6	1.8		
All but 2 or 3	13.5	9.6	7.0		
All but 1	11.5	11.3	12.3		
100 percent	55.8	50.3	66.6	55.4	77.2
Total	100.0	100.0	100.0	100.0	100.0
Number of responses	52	177	57	-	57
Mean percent	83.0	83.7	91.1	-	-

Credit hours not accepted for transfer	Year Students Stopped Out 1978	1980 1981
18 or more credit hours	6.4	1.8
15 - 17 credit hours	2.1	0
12 - 14 credit hours	0	3.5
9 - 11 credit hours	2.1	3.5
6 - 8 credit hours	6.4	3.5
3 - 5 credit hours	21.2	8.8
1 or 2 credit hours	6.4	1.7
Transferred all credit hours	55.4	77.2
Total	100.0	100.0
Number of responses	47	57
Mean credit hours	4.4	1.8

Cumulative GPA at new college	1973 1974	1974 1975	1975 1976	1978	1980 1981
3.7 - 4.0	6.4	17.7	20.0	12.5	16.7
3.3 - 3.6	8.5	10.6	13.3	31.2	11.1
2.9 - 3.2	25.5	26.3	29.3	20.8	30.6
2.5 - 2.8	34.1	23.7	20.0	14.6	22.2
2.1 - 2.4	17.0	9.6	8.0	14.6	9.7
1.7 - 2.0	8.5	11.1	9.4	4.2	8.3
Less than 1.7	0	1.0	0	2.1	1.4
Total	100.0	100.0	100.0	100.0	100.0
Number of responses	47	198	75	48	72
Average GPA	2.76	2.95	3.05	3.05	2.97

Rating of courses taken at Harper -- courses rated by at least four former students

Course	Year Students Stopped Out: 1973-1974 Number of Ratings	1973-1974 Average Rating	1974-1975 Number or Ratings	1974-1975 Average Rating	1975-1976 Number of Ratings	1975-1976 Average Rating
Journalism	6	.83	7	1.57	2	3.00
Industrial and Retail Security					1	3.00
Nursing	0	0	6	2.50	3	2.66
Legal Technology	9	1.78	9	2.55	5	2.40
Real Estate	6	2.00	15	2.13	3	2.33
Speech	20	1.90	32	2.12	29	2.31
Biology	29	1.66	54	1.51	31	2.22
Clerical					6	2.16
Education	5	2.40	18	1.88	7	2.14
Physical Education	18	1.94	19	2.47	14	2.14
Psychology	54	1.85	113	2.12	54	2.12
Botany	0	0	10	1.60	10	2.10
Chemistry	14	1.14	22	1.77	15	2.06
Air Conditioning and Refrigeration	4	1.25	11	1.90	1	2.00
Architecture	4	1.75	7	1.42	2	2.00
Art	18	1.22	27	1.74	7	2.00
Criminal Justice	0	0	15	1.73	2	2.00
Electronics	6	1.17	6	1.83	4	2.00
Food Service Management	0	0	5	2.80	3	2.00
Geology	6	1.33	22	2.09	8	2.00
Marketing	8	1.38	17	1.47	7	2.00
Numerical Control	4	1.75	2	2.50	3	2.00
Operating Room Technician	0	0	2	1.50	1	2.00
Secretarial Science	6	2.17	33	2.03	8	2.00
Supervisory and Adm. Management	4	2.00	21	1.80	7	2.00
Cooking					1	2.00
Heating Service					1	2.00

Rating of courses taken at Harper - courses rated by at least four former students (continued)

Course (continued)	Years Students Stopped Out: 1973-1974 Number of Ratings	1973-1974 Average Rating	1974-1975 Number of Ratings	1974-1975 Average Rating	1975-1976 Number of Ratings	1975-1976 Average Rating
Municipal and Government Management					2	2.00
Human Potential Seminar					2	2.00
Career Planning and Development					1	2.00
Sociology	42	1.62	70	2.04	32	1.96
Music	15	1.80	32	2.21	16	1.93
Accounting	30	1.60	57	1.73	35	1.91
Political Science					6	1.83
English Composition	65	1.57	123	1.65	53	1.83
Physical Science					5	1.80
Mathematics	43	1.72	79	1.69	43	1.79
Anthropology	13	2.23	21	1.76	13	1.76
Humanities	23	1.65	61	1.73	34	1.70
Literature	18	1.94	39	2.02	16	1.68
Mechanical Engineering	4	1.25	7	1.85	3	1.66
Park and Ground Operations Mgmt.					3	1.66
General Business	30	1.60	53	1.94	34	1.64
Engineering	6	1.83	7	2.28	8	1.62
History	21	1.48	37	2.02	21	1.61
Child Development	5	1.80	26	2.11	12	1.50
Physics	0	0	9	2.00	4	1.50
Legal Secretary					2	1.50
Material Management					7	1.28
Foreign Language	8	1.75	18	2.00	12	1.25
Data Processing	16	1.38	38	1.55	20	1.15
Banking	4	1.25	1	2.00	1	1.00
Fire Science	0	0	2	3.00	2	1.00
Geography	6	1.33	4	1.75	2	1.00
Interior Design	4	1.50	10	1.80	2	1.00

Rating of courses taken at Harper - courses rated by at least four former students

(continued)

Course (continued)	Years Students Stopped Out: 1973-1974 Number of Ratings	1973-1974 Average Rating	1974-1975 Number of Ratings	1974-1975 Average Rating	1975-1976 Number of Ratings	1975-1976 Average Rating
Mechanical Drawing					3	1.00
Medical Laboratory Technician	0	0	0	0	0	0
Baking					0	0
Dental Hygiene	0	0	1	1.00	0	0
Dietetic Technician	0	0	2	2.50	1	0
Fashion Design	0	0	9	2.00	1	0
Medical Office Asst.					0	0
Total	574	1.66	1179	1.88	631	1.86

1 = Okay

2 = Good course

3 = Outstanding

0 = Course of little benefit

Rating of courses taken at Harper	Year Students Stopped Out: 1978 A Times Nominated as Most Beneficial Course	1978 B Times Nominated as Least Beneficial Course	1978 Ratio A/B	1980-1981 A Times Nominated as Most Beneficial Course	1980-1981 B Times Nominated as Least Beneficial Course	1980-1981 Ratio A/B
General Business	9	3	3.00	21	4	5.25
Mathematics	12	7	1.71	22	5	4.40
Psychology	18	8	2.25	24	6	4.00
Data Processing	11	5	2.20	20	5	4.00
English	19	14	1.35	30	8	3.75
Accounting	9	7	1.28	27	8	3.38
Marketing	4	4	1.00	8	3	2.67
Child Development	3	4	.75	9	4	2.25
Career Planning and Development	1	3	.33	4	2	2.00
Clerical	0	3	0	5	3	1.67
Education	0	2	0	5	3	1.67
Electronics	2	3	.66	8	5	1.60
Material Management	4	3	1.33	6	4	1.50
Criminal Justice	4	3	1.33	4	3	1.33
Legal Technology	2	3	.66	4	3	1.33
Biology	12	1	12.00	9	7	1.29
Secretarial Science	2	3	.66	6	5	1.20
Philosophy and Humanities	10	6	1.66	8	7	1.14
History	3	6	.50	5	5	1.00
Journalism	2	3	.66	3	4	.75
Mechanical Engineering	2	4	.50	3	4	.75
Art	2	5	.40	2	3	.67
Political Science	1	3	.33	4	6	.67
Physical Education	1	4	.25	2	5	.40
Physical Science	2	3	.66	2	5	.40
Banking	2	3	.66	1	3	.33
Human Potential Seminars	2	3	.66	1	3	.33
Real Estate	4	4	1.00	2	6	.33

(Continued)

Rating of courses taken at Harper	Year Students Stopped Out: 1978 A Times Nominated as Most Beneficial Course	1978 B Times Nominated as Least Beneficial Course	1978 Ratio A/B	1980-1981 A Times Nominated as Most Beneficial Course	1980-1981 B Times Nominated as Least Beneficial Course	1980-1981 Ratio A/B
Food Service Management	2	2	1.00	1	4	.25
Mechanical Drafting	2	3	.66	1	4	.25
Dietetic Technician	1	2	.50	1	4	.25
Fire Science	1	3	.33	1	4	.25
Interior Design	1	3	.33	1	4	.25
Medical Laboratory Technician	1	3	.33	1	4	.25
Nursing	1	3	.33	1	4	.25
Tutoring Services	1	3	.33	1	4	.25
Baking	0	3	0	1	4	.25
Operating Room Technician	0	3	0	1	4	.25
Refrigeration and Air Conditioning	0	3	0	1	4	.25
Fashion Design	0	3	0	1	5	.20
Cooking	1	2	.50	0	4	0
Medical Office Assistant	2	4	.50	0	4	0
Architecture	1	3	.33	0	4	0
Park and Grounds Management	1	3	.33	0	4	0
Remedial Courses	1	4	.25	0	5	0
Dental Hygiene	0	3	0	0	4	0
Industrial and Retail Security	0	2	0	0	4	0
Legal Secretary	0	3	0	0	3	0
Municipal and Government Management	0	3	0	0	4	0
Heating Service	0	3	0	0	4	0
Total	159	184	.86	257	218	1.18

Helpfulness of Instruction	Year Students Stopped Out: 1978 N	1978 PCT	1980/1981 N	1980/1981 PCT
Was generally or sometimes very helpful	42	50.6	71	58.2
Was generally or sometimes adequate	24	28.1	45	36.9
Was generally or sometimes not helpful	3	3.6	7	5.7
No opinion	15	18.1	8	6.6
Total	84		131	
Number of item respondents	83		122	

Examples of how instruction was very helpful -- 1978

1. Everything was extremely detailed and very helpful.
2. There was a great deal of individual attention in certain classes.
3. Depending upon the per nightly discussion.
4. All instructors were eager to help.
5. The legal information was interesting and sometimes helpful.
6. I had good instructors in the two courses I took at Harper. They were very enthusiastic and well informed at particular subject.
7. Enjoyed both Psychology and Physiology classes and learned a lot of useful information in both.
8. Since most of them were part time instructors and active in the field, their lectures were more realistic.
9. One type of teaching may produce more favorable result or response than another.
10. Instructors did not always know what to cover for program due to rules, not instructors' fault.
11. I felt the teachers were very good and the small class size allowed one to get a lot of help when needed.
12. Good instructors during the day for general education classes, but not the two night teachers I had for Accounting and Business Management.
13. Every class was helpful, except my Art class.
14. Ms. Keres is an excellent instructor.
15. I am now applying what I learned at Harper in classes I now attend.
16. Teachers in Legal Technology course very helpful.
17. All courses taken at Harper have been helping me achieve my goals.
18. You can't help learning if you go to class and pay at least some attention. Your teacher quality is very high.
19. Had a few night teachers that really seemed to put an effort into their course.
20. Some instructors were enthusiastic and had interesting class plans in French, Anthropology and English 101.
21. Teachers were competent and very helpful.

Examples of how instruction was helpful -- 1980/1981 Stopouts

14 No specifics
1 Excellent Data Processing Department
1 Excellent -- Technical subject
1 I use many of the things I have learned at Harper every day. I'm generally more aware.
1 I received what I was looking for -- some basics in the course.
1 The teachers were all very good compared to NIU teachers and other university teachers.
1 Informative - interesting - learned more about my capabilities.
1 Teacher was good about taking the time to see you, talk to you, and return your calls.
1 The instruction will be helpful in the future and the instructors show a high level of competance.
1 The teacher was very knowledgable in what he taught.
1 Generally helpful all the time.
1 Most instructors are more than willing to assist outside of class.
1 Gave me information about fields outside of teaching French that may interest me when I am ready for full-time employment.
1 Most instructors made class very interesting.
1 The professors I had were generally helpful if you were interested and at least gave a solid effort.
1 Excellent instructors in Paralegal program.
1 First half of Accounting class.
1 Increased appreciation of my ability.
1 The study of Human Diseases, Anatomy and Medical Terminology was absolutely necessary.
1 The instruction I had was stimulating, enlighting and invaluable in my work with small children.
1 The quality of instruction at the time I attended was the best that I have encountered since.
1 Cleared up any problem I had in understanding certain chapters.
1 I took Nursing refresher, Nutrition and Speed Reading and found all very helpful.
1 It was interesting although not applicable.
1 The courses and instructors proved to be exceptional for the most part.

Examples of how instruction was helpful -- 1980/1981 Stopouts (continued)

1 Teachers in the CPS Review Courses were very helpful and quite thorough. They did their best to teach necessary skills required to pass the CPS exam.
1 Worked skills learned.
1 Data Processing gave me a broader background to understanding system failures on my job.
1 One important aspect is that you are treated as an individual and not just a number.
1 All my teachers were eager to answer questions.
1 My instructors were very professional and helpful; the classes I took were excellent!
1 All facets of business are concerned with Accounting.
1 Most of my classes were Math, Physics, and Chemistry. The teachers are very good in these areas, though I should have taken more Arts and Letters classes.
1 Instructors were usually helpful and understanding
1 I knew the teachers in my major and they really worked hard for me.
1 Was able to apply to my job.
1 Was shown other inventory systems I had not been exposed to before.
9 No specifics
2 All instruction is helpful
1 Most of the classes were very helpful.
1 Every class taught me much; gave me new experiences that I learned from and applied in my daily life.
1 Learned more ways of helping or teaching children
1 Going nights, I found most instructors worked in the field that they taught in, I found it very helpful.
1 Most instructors were very well prepared and were willing to give extra assistance if necessary.
1 Found most instructors very good -- were mostly attorneys.
1 Greater knowledge of my field
1 Legal Tech is very specific, very helpful and informative.

Examples of how instruction was not helpful -- 1978

1. Industrial Psychology was totally useless and presented in an eighth-grade fashion.
2. My Child Psychology teacher was very uninterested in what he taught and did not care if we understood or not.
3. Some instructors just seemed to be punching a clock and cared less about their students.

Examples of how instruction was not helpful -- 1980/1981 Stopouts

1 Sometimes I thought the material covered in class was not relevant to the course
1 My Math teacher was very ineffective
1 of the four courses taken, two had deficient instructors, both in method of teaching and in organization of course.
1 I had DPR-101 and the teacher was not very good.
1 Word Processing teacher had no idea how to use the machine.
1 The instructor for my Physical Science class was inadquate as far as education goes.
1 Accounting 1 and 2 need to be more extensive to transfer to a university.

Did educational or vocational goals change as a result of attending Harper	Year Students Stopped Out 1978 N	1978 PCT	1980/1981 N	1980/1981 PCT
Yes	20	10.3	29	10.1
Maybe	7	3.6	10	3.5
No	167	86.1	249	86.4
Total	194	100.0	288	100.0

Number of times goals changed	Year Students Stopped Out 1978	1980/1981
None	167	249
.5	7	10
1	8	15.5
2	8	13.5
3	4	0
Total	194	288
Average number of changes	.20	.16

Nature of changes	1978 N	1978 PCT	1980/1981 N	1980/1981 PCT
Shift to completely different field	15	55.6	16	45.7
Shift to a related field	7	25.9	11	31.4
Combination	5	18.5	8	22.9
Total	27	100.0	35	100.0

What services were used in making these changes	1978 N	1978 PCT	1980/1981 N	1980/1981 PCT
Counseling	4	13.3	7	18.9
Career Library	1	3.3	1	2.7
Placement Office (Career Development Center)	0	0	1	2.7
No services were used	22	73.4	23	62.2
Other	3	10.0	5	13.5
Total	30	100.0	37	100.0

Examples of other ways of making changes -- 1978

Made my own decisions and tried different courses to make these decisions.

Guidance of course instructors

Instructors

Examples of other ways of making changes -- 1980/1981

1 Scheduling
1 Taking a business course
1 Service Agency job
1 Job related at home (technical)
1 Career planning and exploration class

Reasons for seeing a counselor

Reasons for seeing a counselor	Year Students Stopped Out 1975-1976 N	1975-1976 PCT	1978 N	1978 PCT	1980-1981 N	1980-1981 PCT
Academic advising	98	24.6	31	12.6	45	14.4
Personal counseling	24	6.0	6	2.4	12	3.9
Career planning	58	14.5	32	13.2	29	9.3
Information only	45	11.3	24	9.6	31	9.9
Registration	111	27.8	83	33.5	31	9.9
Not at all	63	15.8	71	28.7	164	52.6
Total	399	100.0	247	100.0	312	100.0

Rating of counseling services received	Year Students Stopped Out 1973-1974 Accumulated 15 Credit Hours Or Less Percent	Accumulated Over 15 Credit Hours Percent	Total
Never or seldom saw counselor	73.4	61.6	67.5
Saw counselor, but it made no difference, my mind was made up	23.9	27.1	25.5
Counselor provided needed information or advice	29.2	37.4	33.3
Counselor gave accurate information	23.9	40.8	32.4
Counselor thoroughly understood courses, curricula	14.3	31.4	22.9
Questions regarding transfer were answered	12.2	28.4	20.3
Counselor discussed alternatives and consequences clearly	8.5	21.3	14.9
Received help needed for developing future education plans	5.9	19.4	12.7
Received help in selecting appropriate courses	14.7	34.6	24.7
Received help in developing vocational plans	2.3	17.6	9.9

Helpfulness of Counseling Received	Year Students Stopped Out 1974-1975 N	1974-1975 PCT	1975-1976 N	1975-1976 PCT	1978 N	1978 PCT	1980/1981 N	1980/1981 PCT
Very helpful	120	19.0	63½	25.8	25	13.1	35	13.6
Somewhat helpful	177	28.0	75	30.5	58	30.4	62	24.0
Not helpful	70	11.0	24½	10.0	10	5.2	15	5.8
No opinion	266	42.0	83	33.7	98	51.3	146	56.6
Total	633	100.0	246	100.0	191	100.0	258	100.0

Examples of how counseling was very helpful - 1974/1975

Ready to listen and help

Knew their staff

Examples of how counseling was not helpful - 1974/1975

Not interested

Gave vague advice

Examples of how counseling was not helpful - 1975/1976

1- They didn't know what they were doing.
2- Counselors are too unspecific, seems like they had better things to do.
3- Didn't explain enough.
4- Led me astray with bad advice.
5- They didn't tell me the truth about the Psychological test to get into nursing school. I was in a group of 600 and only 90 were selected. They should inform you before you start the course that this is what happens. I would have liked to know how they chose the 90 people.
6- Did not know courses very well.
7- After my first semester I found it difficult on occasions to find a counselor and when I did each counselor gave different advice.
8- Confused me a lot and gave no suggestions.
9- Didn't explain anything.
10- Too uninformed and did not take me seriously.
11- Gave me wrong advice.
12- If I had listened to them it would have taken me six years to get through college.
13- Not very effective as far as assistance on career objections.
14- Too busy to help.
15- I was not told to take basic courses.
16- Everytime I went to see counselors they were not in.
17- Counselor was more concerned in getting home on time, than in helping me with my problems.
18- Felt all my questions weren't answered.
19- She advised me, but didn't know what she was talking about and I found out too late.
20- Was difficult to see him and didn't have adequate information or names of those who could help.
21- Didn't put too much effort into his job.
22- Told me the wrong courses to take.

Examples of how counseling was not helpful - 1978

1- Not enough pertinent information
2- Instructors knew more than the Business counselors I spoke to.
3- The counselor was a trainee and was not helpful at all.
4- Their advice wasn't appropriate to me.
5- If I had listened to the counselor I wouldn't be where I am now. Told me to apply too late.
6- Not available when I needed them.
7- Counselors were not knowledgeable in Legal Technology courses and it was hard to get a straight answer from them.
8- Too indifferent about the student's personal growth and goals.
9- Very vague about things. Acted like they were not very interested.
10- Made three appointments and the counselor never showed up.

Examples of how counseling was not helpful -- 1980-1981 Stopouts

1 Complained of teaching of Math teacher -- no results
1 Neither Coordinator or Counselor were honest about chances of employment in field.
1 The people I saw didn't even know what was going on.
1 None of the counselors could advise you as to what should be taken to prepare for a particular career field.
2 No specifics
1 Most have no idea what they're talking about.
1 The counselor didn't help or assist me in any way. I was left on my own.
1 Two times counselors steered me in the wrong direction and did not have thorough knowledge of Harper's requirements, etc. Counselor for orientation and registration was not helpful at all.
1 Was not well informed, seemed rushed for time.
1 Did not have any information on the National College of Education when I asked, and would not attempt to acquire any.
1 No specifics
1 Most instructors wish to help you in any way they can.
1 Too busy to bother
1 Gave out too much wrong information

Examples of how counseling was very helpful - 1974-1975

1- Ready to listen and help
2- Knew their staff

Examples of how counseling was very helpful - 1975/1976

1- Received concrete information. Counselor called Northern Illinois University to clarify course requirements.
2- Counselors knew I was unsure of a major and helped me pick courses that would transfer in the future and would apply to almost any field of education.
3- They did a good job in advising me to take classes that were transferable.
4- The counselor answered questions and gave information concerning further needs.
5- It gave me guide lines to investigate further.
6- I received a lot of helpful information on transferring.
7- He answered my questions honestly, plus he gave his own thoughts on my goals.
8- Helped me in my career.
9- Told me to get a job and then come back.
10- Would never have known what courses I needed to get a degree to transfer.
11- Had all information on classes needed to transfer.
12- Helped me get out of the classes I didn't like.
13- Helped me get into the right field.
14- Gave me confidence.
15- They were good.
16- Nice guy.
17- My first semester I found it very helpful in learning what courses to take.
18- Ed Liska helped me beyond the call of duty.
19- I was counseled on course selections.
20- I then knew which courses I needed and which ones were available.
21- I was helped with some personal problems and questions about courses.
22- Very helpful.
23- Mrs. Ewald was extremely helpful.
24- As to what courses would benefit my nursing career, but did not help to get me accepted.
25- She gave me some insights into a situation.
26- Telling students how they stand in everything.
27- He contacted University of Iowa for me on one occasion to find out whether a course was required.
28- She would always have time to see me and help me out.
29- Ray Hylander was great.
30- After I finally found a counselor who knew what was going on (Anne Rodgers).
31- Got through all right.
32- Helped in career planning.
33- Very nice.
34- Pretty good.
35- Helped me choose the right courses.
36- Counselors were very informative.
37- Answered all questions the best they could.
38- Willing to help to their full capacity.
39- Very nice.
40- Sharrie Hildebrandt very helpful.

Examples of how counseling was very helpful -- 1978

1- He covered the areas I was interested in and didn't try to change my ideas.
2- He made it clear to me that he would always be available to help.
3- Helped me find the right college to transfer to.
4- Knew what courses (specific ones) would be available in the summer.
5- Helpful with my problems.
6- They were some of the best people I met at Harper.
7- The job placement office extended themselves fully.
8- Answered all my questions.
9- I found out I could graduate one year earlier.
10- Phil Troyer helped me very much.
11- I needed some information on how to transfer to University of Illinois and I got it.
12- Answered all my questions, straight.
13- Counseling helped me plan my courses to my advantage.
14- She helped me decide which classes to take and not to take.
15- Answered all questions thoroughly.
16- Helped me to relate to my problems rationally rather than emotionally.
17- Helped me transfer credits.
18- Helped me decide which computer courses to take.
19- Helped me decide about a class I wanted to drop.

Examples of how counseling was helpful - 1980/1981 Stopouts

4 No specifics
1 Especially the counselor that represented "Western", he was very helpful.
1 The counselor was very helpful in evaluating my present situation and planning the future.
1 Answered all my questions, helped me work out a schedule.
1 Needed assistance in selecting courses to obtain a degree
1 Gave me better insights
2 In selecting course of study
2 Information and knowledge
1 He told me what I needed to transfer successfully.
1 The women are very cooperative and informative of my needs.
1 Mr. Brokke was very helpful.
2 No specifics
1 But this is only if the student seeked the counselors. Counselors should make themselves more known.
1 Got me into what I needed to get into
1 Explained courses needed to achieve Associate Degree.
1 My credits were evaluated and I was advised about potential courses applicable to my career objectives.
1 Pointed me toward the 4-year colleges that would be able to help me -- also gave me a good idea on which credits would transfer best.
1 One person -- Joyce
1 Gave correct information on transfer requirements.
1 helped obtain information on courses and job status
1 in determining career courses to take
4 Selecting courses of study
1 Everyone was very cooperative
1 I felt they really knew what they were talking about.
1 Informative and gave out accurate information.
1 In personal and career advice.

Helpfulness of advice given by a Faculty member	Year Students Stopped Out							
	1974-1975		1975-1976		1978		1980-1981	
	N	PCT	N	PCT	N	PCT	N	PCT
Very Helpful	105	17.4	42	20.9	13	6.8	28	12.6
Somewhat helpful	113	18.7	42	20.9	39	20.5	19	8.5
Not helpful	13	2.1	6	3.0	1	.6	1	.4
No opinion	374	61.8	111	55.2	137	72.1	175	78.5
Total	605	100.0	201	100.0	190	100.0	223	100.0

Examples of how faculty member was very helpful -- 1974-1975

Teachers showed great interest

Teacher was very helpful

Knew what he was talking about.

Examples of how faculty member was very helpful - 1975/1976

1- One instructor advised me to drop his class due to illness.
2- Encouragement to pursue my education.
3- Faculty in business department gave very helpful advice.
4- If I needed help, they were all there.
5- I feel I had two outstanding teachers in Printmaking. They influenced my decisions in my personal life in a very helpful and challenging manner.
6- Very good teachers.
7- Mr. Papandrea was very good.
8- Physical Education teachers were helpful.
9- One faculty member never hesitated to advise in any area.
10- I received a grant and learned of tutoring services in the learning lab.
11- He contacted University of Iowa to find out whether a course was required.
12- Journalism people very enthusiastic and always willing to give time and assistance.
13- Gave me alternatives, but left the decision to me.
14- Mrs. Callin was an excellent teacher.

Examples of how faculty member was very helpful - 1975/1976 (continued)

15- Helped me with placement.
16- Answered my questions
17- Good at his work
18- More knowledgeable
19- Professor Korbel in the Psychology department was very helpful.
20- Gave me the correct procedures to go by.
21- Informative and knew what he was doing
22- Faculty had practical business experience in field and this was great.
23- Pretty helpful

Examples of how faculty member was very helpful -- 1978

1- Helped relate specific courses to career objectives.
2- If you made the effort most of the faculty were receptive and helpful.
3- He helped me work out my problems.
4- Ms. Keres is a very learned person who relates advice well.
5- Teachers very helpful and if they did not know the answers they found someone who did know.
6- Answered my questions.
7- Faculty members helped me to decide what classes should be taken and when.

Examples of how faculty members were helpful - 1980-1981 Stopouts

8 No specifics
1 He guided me to my present major -- DPR
1 Concerned about my health and situation
1 Was able to explain what I needed to know
1 He has always been of great help
1 For applicable courses only nothing beyond that area
1 Explaining areas in their special field
1 Willingly gave their time to advise and encourage me
1 Mike Fijuk (MGT-111) terrific instructor -- learned so much, tremendous help
1 In advising and career planning
1 Classes good and learned much
1 My English teacher worked with me closely on my writing and was supportive.
1 I talked to one of the Psychology instructors who assisted me.
1 No standpoint and how to continue benefiting myself.
1 Helped in understanding course
1 Very informative
1 Advised me to drop class that was not needed
1 In class and information in business field
1 Helpful in class and answering questions
1 Learned much from teacher -- terrific class
1 In explaining course and when problems arose.

Examples of how faculty member was not helpful - 1975/1976

One had difficulty in relating to students.

The English department was not helpful.

Examples of how faculty member was not helpful - 1978

Did not take the time to examine the problem as a whole.

Examples of how faculty members were not helpful - 1980/1981 Stopouts

1 Out of four instructors in night class, only one was qualified, others were indifferent and unprepared, half the class quit the Accounting Course.

Comments Made Concerning Harper College - 1974-1975

1. Courses were good and helpful.
2. Poor counseling service and scheduling.
3. School was good, but no social life.
4. Jay Singelmann was a very outstanding instructor.
5. Hope to see it become a four-year college.
6. Have more classes in first aid.
7. Have not returned to Harper because of certain teacher in Fashion Design Program.
8. Visitors parking lot should be larger.
9. Excellent college with unlimited opportunities.
10. Looking forward to taking more courses at Harper College.
11. A good commuter school.
12. Psychology teacher was very good.
13. Friendly school.
14. Counselors should be more available.
15. Harper was a good experience for me.
16. Wished that I had gone for two years.
17. Harper has a good Secretarial Program.
18. Harper College has a good Nursing Program.
19. Need more course selections.
20. Teachers don't relate to students as people. There is a gap between faculty and the students.
21. Have a better outline concerning background courses for one's major.
22. Fine school, but would like to see Harper get better teachers.
23. Harper College was beneficial to my education.
24. Treat students as individuals not numbers.
25. Harper is an asset to the community.
26. Found Harper stimulating.
27. Worthless to be a Physical Education major at Harper.
28. Counseling was my downfall, otherwise the school was alright.
29. Associate degree was not accepted at Southern Illinois University.
30. Harper needs more knowledgeable counselors.
31. Harper has too many part-time teachers.
32. Petty requirements for getting into major fields.

Comments Made Concerning Harper College - 1975-1976

1. Become a four-year college, get better teachers for evenings, have more classes available for evening students and cut unnecessary fees to students.
2. I found the grading system uneven. I took evening and daytime courses and I noticed the evening courses give less homework and courses are much easier to get a good grade in. Also, because of my age (32) I was given grades which I did not feel I deserved (too high).
3. I wish to return to school, but am presently unable to due to schedules offered at Harper. They are not suitable for me.
4. Criminal law should use a CRL textbook. Get into more federal law and state law. All courses except Litigation excellent. Legal writing should be definitely mandatory in all courses.
5. My contacts as a parent of two children who have attended were more satisfactory than the contacts I made on my own behalf. Also the convenience and cost of Harper are the primary reasons for me to enter when possible.
6. I like Harper's location.
7. Harper has a good Continuing Education Program and a good Women's Program.
8. I shall return to complete my goal as time permits.
9. I find the school responsive to community needs. Would like to see more courses in film and women's literature.
10. Tried on three occasions to meet with counselor for advice, once by phone and twice in person. Either no one was available or out to lunch leaving only one who had several students waiting. I finally gave up.
11. Harper College is a very lonely place for a lot of people. It is more like a high school than a college and you are the new student.
12. Too narrow a course selection. Nobody seems to know what they are doing, both staff and students.

Comments Made Concerning Harper College - 1975-1976 (continued)

13. A well organized college.
14. Excellent two-year college. I was well prepared for a four-year college.
15. My stay at Harper was a pleasant one. I'm only sorry that Harper doesn't have an off-campus program, so I could continue my education.
16. I am very pleased with most aspects of education at Harper.
17. When I went to see a counselor for career planning he was of no help whatsoever.
18. Harper is a very good school to start at out of high school.
19. The courses I took at Harper did prepare me for continuing my education at Northern Illinois University.
20. Harper has been an asset for me, because it opened up new fields into which I can go if the need arises.
21. I wish Harper were a four-year college.
22. I'd like to see more extension courses on Harper campus for Special Education.
23. I have applied for the Nursing Program three years in a row, each time I was not accepted for reasons that I cannot accept.
24. I am returning to Harper for some job related studies.
25. I am a housewife and I have been away from school for many years. I wanted to attend college and Harper gave me that opportunity.
26. Harper helped me get into a new major.
27. Harper needs to get rid of a lot of the night teachers. The ones that moonlight don't seem to care about the students learning.
28. Presently attending another college, but will return to Harper in 1977.
29. I found most of the teachers at Harper very willing to help, but at the time I attended,Harper lacked a realistic Commercial Art Design Program.
30. I think Harper does a great job.
31. I feel that Harper should inform future nursing students on how difficult it is to transfer into a four-year nursing school. Although Northern Illinois University accepted all my hours they did not consider my science background at Harper to be as high quality as Northern Illinois University.
32. Overall I feel Harper is a very good two-year college, except for the counseling.
33. I already had my bachelor's degree and was attending Harper to pick up courses that would help me make a career change.
34. The students need rewards and a better atmosphere of enthusiasm, since most of them work. I enjoyed going to Harper, but I found it difficult to work full-time and attend college.
35. I thought Harper was a good experience, but Journalism is my chosen field and Harper doesn't offer standard Journalism courses at night for the students who must work a 40 hour week to support themselves and their families.
36. Excellent institution.
37. Very good school for my purposes.
38 Please advise (not just in catalog) students who wish to transfer to a four-year college to take basic courses and a few courses (about 20 hours) in their major.
39. Harper is an excellent transition college.
40. Harper is a very good community college. As a non-student I would enjoy using the library and receiving a calendar of events, as many are not well publicized through the media.
41. Several times teachers didn't show up for classes, especially in my math course. There are not enough counselors to take care of everybody. You could go there and spend a whole day waiting for one.

Comments made concerning Harper College - 1975-1976 (continued)

42. I am glad Harper is here for a variety of reasons.
43. It is just like going through high school all over again and I had to take some courses that I'd taken so many times before. Have more courses in the field of drama and comedy.
44. There is not very much social life on campus and teachers are impossible to reach outside of class.
45. I appreciate not going through the tenth degree upon registering. I enjoyed the informal atmosphere.
46. Have to park too far from classrooms and need some wind breakers in the winter.
47. Make Harper a four-year university.
48. Teachers were excellent.
49. I took food service courses at Harper to prepare me for opening my own restaurant in Colorado and the courses were very helpful.
50. Very good location and good course selection, but need more experienced counselors.
51. I do not see having a parking or activity fee, but Harper is a great place and I am lucky it is here.
52. Was very impressed by the Dental Hygiene school and clinic.
53. Harper has been very important to me and my job potential has greatly increased because of the availability of courses.
54. Harper helped me get started in my college career. I was able to transfer all courses and I enjoyed my classes, instructors, and the other students that I met there.

Comments made concerning Harper College - 1978

1. I feel the main reason I quit Harper was because of all the hassle I went through just to register. I also feel a new way should be discovered to eliminate the hassle.
2. I found it to be an inexpensive way to get a good education.
3. Maintenance of buildings and land was excellent.
4. Felt like high school and I did not like taking night classes with older people and then grading the class on a curve.
5. The out-of-district fee is too expensive.
6. Registration at Harper is very confusing and aggravating. It was an all day job.
7. Harper is a good school.
8. I dropped all courses at Harper for reasons not related to a good or bad opinion of Harper. I worked full-time and had a 12 hours schedule of night classes. It was just too much. I may resume studies on a much lighter schedule.
9. The counselor I had did not seem to have a great deal of knowledge in the field I undertook. He could have made the transition to Western a bit smoother.
10. Harper College does not have the personal assistance many students need. Classrooms are too large.
11. I wish Harper had more courses and majors, especially in Medical Assisting. Also need to promote more club activities and meetings going on at Harper, perhaps in the school newspaper.
12. The teachers were excellent.
13. Teachers seemed very caring and concerned. Had several bad experiences with counselors so do not have a good opinion of them.

Comments made concerning Harper College - 1978 (continued)

14. You have two of the finest teachers I have ever seen. Frank Smith, Nutrition I and your Child Psychology teacher.
15. I like Harper, but the local opinion of the school seems to be negative. It makes me think there is a reason for it all.
16. Harper is a service to the community.
17. I wish Harper was a four-year college.
18. I went to the counseling center three times and each time I was given instructions as to where I could find a counselor. Each time I could not find them. Why?
19. Not enough Science courses are offered in the evening. Homemaking is a full-time job and this survey seems to overlook it. Certain good instructors have been let go while less adequate ones have been kept. I think a re-evaluation is necessary.
20. Harper has a good environment, reasonable tuition charges, adequate parking spaces, and the library services are good, but the Learning Resource Center staff has sloppy conduct.
21. I would like to take a comprehensive course in Greek language and culture.
22. I was greatly disappointed in the quality of the Mathematics teachers. I have never had such poor teachers.
23. I know that some of the teachers I had when I attended have been dropped and I thought they were very good. I also know that the field I am interested in at Harper is not in big demand by most people and if I do restart school I want to be able to get the classes and teachers I want. The classes can be interesting or dull and it all comes down to the teacher you have to make it a pleasant learning experience.
24. All instructors were helpful and knowledgeable on the whole.
25. More courses should be offered in the evening for people who work. Also campus should be better lighted and have more security at night.
26. I really enjoyed the classes I took and felt I learned a lot.
27. The courses were generally useful from a general interest point of view.
28. More courses in management decision making and personal problems. Less redundancy in Supervisory and Administrative Management courses.
29. I think your College offers a great opportunity for housewives to attend school.
30. I live one block south of Devon and because of that I could not afford to attend until I moved back into Harper's district.
31. Would like to see courses offered for Registered Nurses which would lead to a bachelor's degree - entry level for professional nurses in 1985 given by instructors of BSN program.
32. Harper needs more evening courses.
33. Math should be emphasized more. Transferring business students should take calculus statistics and no one ever told me this. Now I am a junior at Circle and I don't have the Mathematics background for junior and senior level classes.

COMMENTS -- 1980-1981 Stopouts

I hope someday I will make the time to finish my goal: to enroll in the Interior Design classes and get my certificate. I really like Harper and hope to continue there.

I transferred from Harper because, according to Illinois law, I had to complete the remainder of my education at a college or university. Had Harper been a four-year college, I would have stayed because I believe their Data Processing is better than Roosevelt's Data Processing.

I really enjoyed both of my classes at Harper. I looked forward to attending each class. The teachers were helpful and understanding. What I learned at Harper will help me both in my future studies and career.

Should have learned more for the amount of time spent in class.

I feel it is an excellent place to go especially if you're undecided about your major or if you can't afford to go to a four-year university. I find that Harper has an excellent reputation when I talk to other students at Western.

Sometimes hours listed for certain courses are not at all convenient for me.

Other than the mishap of the computer placing me in the wrong class, Harper was outstanding.

I only took one class, Psychology to see if I wanted to go back to school. So it is hard for me to evaluate the school as a whole. We moved to Kansas, but if we wouldn't have, I probably would have gone to Harper full time.

Standards too low -- A's handed out indiscriminately, they mean nothing (this may be because Legal Technology courses are taught by lawyers rather than educators).

Overall - teachers are very good and dedicated which is great. The majority of kids don't care and seem to be just putting in time.

Harper could use more classes that teach a skill. We really do miss having an extension center that teaches more than a few classes out here in Buffalo Grove.

The Psychology courses at Harper were the best classes I have ever taken. They were very informative and interesting. They were taught well and the teacher was the best. I also use it every day on the job as well as in my home life.

Since courses I took were taught by evening people -- rapport of instructor and student was hard to develop -- little time for special help, etc. I don't understand why it is so important to have a parking sticker when you are only attending one evening class. I always had one, but it seemed ridiculous that $1.50 was paid whether you were attending one class or four.

My teachers were excellent.

Harper fulfilled my requirements and no doubt will return for additional course work. As an older person returning to obtain AA it was very good for me. I would hope that some time I can complete another Associate -- very close to AS -- as a Teacher Aide for local high school. It has been very helpful.

COMMENTS -- 1980-1981 Stopouts (continued)

It's convenient to my home. I'd like to see Master's level Business courses taught there. The courses I took were too simple. Many exams were multiple choice because instructors couldn't be bothered in grading anything more complex. However, I did only take a couple of courses.

In the past 2½ years that I have been attending Harper, I seem to sense an improved college spirit, which is grossly lacking. I think all the social activities help a lot.

Still very good in the area of helping women get back into the world outside of homemaking.

Overall, the College is excellent for some one just coming out of high school. I was very disappointed in the fact that some of my credits were not transferable. The explanation in your curriculum guide are sometimes misleading. The classes I had never covered some of the subject they said would be covered. For example, we were to be drawing in my Media Adjuncts class and all that was ever required was tracing -- not a good way to become an advertising artist.

The overall instruction at Harper was very good to excellent. It would be helpful to advise your students to check with the four-year college that they would like to attend and have them find out what courses are needed and accepted to meet their goals.

I would like to see Harper turned into a four-year college.

I enjoyed Harper and the courses I took while attending were well planned and taught. I attended classes at night and we were all treated like intelligent human beings.

Harper is a very find school and I enjoyed attending, but it is such a difficult adjustment to make from Harper to a university. I feel Harper should try and prepare you for transfer to a university.

I wish Harper was a four-year school. All the universities are quite a distance or through rush-hour traffic. The quality of instruction is also not available on a part-time basis.

Harper is a good College. However, I am now going to a good four-year college so that I can get a BA in Art/Photo.

I consider Harper to be of the utmost quality in teaching and feel I was taught in the best fashion possible. I began as a novice and left feeling as though I had really been taught something.

Grading was ridiculously easy. I received B's although I only tried for C's as I was transferring credits only. Maybe the instructors were so good that I learned without trying.

Harper was an excellent College. I have only one regret, and that is that I wish Harper was a four-year University. I would have stayed at Harper rather than transfer. I hope one day to return to Harper on at least a part-time basis.

The College is very good for vocational training and continuing education. However, for most degree bound people it is a two-year extension of high school. For me it was good because I didn't know where I was going to transfer and I got most of my core requirements out of the way. You might consider having computer science classes instead of DPR.

COMMENTS -- 1980-1981

Despite the fact that I was only enrolled at Harper for one semester, I was very impressed with the general curriculum and especially with the dedicated faculty. I wish I were still there.

It's a great place to prepare you for a four-year school. The teachers really care and have experience in their field.

Harper College is a very good educational facility. It was very helpful for me at the time in which I was involved. If not for my getting married, I might still be in college today.

The teachers I had were fantastic! Both were very involved and really concerned with their students. I was recently married and decided to take a year off before returning to school. I was very impressed with the curriculum.

Teach the security cops what their job is; get rid of the faculty/staff parking lot, parking should be open to anybody; put the parking lights on at night; somehow or other provide better counseling; stop wasting money on surveys such as this, also mailing the advertisements and information request that people will probably throw away and not read. You people waste more money in postage.

The College and programs are excellent, but counselors and non-faculty teachers have not impressed me. The College road needs to be repaved.

There should be more outreach to students to help them find jobs.

I only took one course at Harper, the Psychology Course. It transferred to Roger Williams College in Bristol RI as a Liberal Arts elective in obtaining a degree in Electrical Engineering.

I appreciate the variety of classes you offer -- languages, sports, crafts, cooking, etc., and hope to take more.

Harper is an excellent way for a person to get an education. Harper is not only economically feasible, but it also is an exceptional learning institution. If it wasn't for Harper, I would not be in college.

When is Harper going to offer good automotive and diesel repair courses?

Harper College is a handy school. I like its availability, its proximity to Schaumburg. The seminars offered for women were especially worth while. I plan to return to Harper.

I intend to attend summer school at Harper if I can get into a class that will transfer to Eastern - thus utilizing my summer vacation time.

I think Harper is a sound teaching institution.

Since I've received my BS I have and will take courses at Harper.

I find Harper to serve a great variety of needs within the community. Telephone registration is very inadequate -- never was I able to register during the first or some times second day despite calling as often as every half hour.

COMMENTS -- 1980-1981 (continued)

The department head of the Business Department is an inflexible, unreasonable ass, with his arbitrary rules concerning classroom attendance particularly for professional part-time students whose jobs call for out-of-town travel. Working and attending school expresses high motivation. There is no reason to believe adults are not responsible because three or more classes are missed if homework and testing shows high grades.

I liked my years at Harper and in a few years I do plan to return for courses that I think would be fun to take.

I find it most advantageous to have such a fine school and the variety of offerings available in the area that I live and work.

After being away from school for a few years I returned to Harper during the day and enjoyed the classes and instructors I had for two semesters. I then got a full-time job and enrolled in the evening classes. I did not finish that semester because it was hard for me to adjust to working full time and going to school. I also was comparing the instructors I had during the day with the evening instructors and there was no comparison. I'm hoping to return to Harper, hopefully during the day, within the next year and a half.

I feel that it has benefitted me to the utmost. I'm at NIU now and I plan to graduate in Spring '83. I feel I'm ahead in my courses when compared to others in my field.

Excellent program (LTE) and Director (Sherri).

I can't say enough about the quality of the teaching staff associated with the Certified Professional Secretary Review Courses. Each was expected to teach their subject, i.e., Accounting, Communications and Decision Making, Business Law, Economics and Advanced Office procedures in only five weeks. While they could not possibly cover their subjects as much as they wished in this short time, it was possible to pass the exam with the basic background of each subject they covered and reading the recommended publications they mentioned.

I enjoyed going back to school.

Harper helped me greatly. I just didn't have the time and energy to continue attending because I worked a full time and a part-time job.

Great offerings for (Community) interest courses. Did not study academically at Harper, so cannot respond on a career level.

I enjoyed Harper very much -- the only drawback is once you transfer to a large university it is hard to adjust to being a number and not an individual.

I lived in Wheeling and appreciated the extension courses in my area.

I'm very impressed with the quality of the classes I took at Harper -- and was very sad to move away.

Since I started with no knowledge whatsoever in accounting, most of what I learned came from Harper. From what I can tell, I did not suffer by not going to a 4-year university. The courses on the whole, were quite good. I wish there were more of them.

Hours worked per week off campus while attending Harper	Year Students Stopped Out									
	1973-1974		1974-1975		1975-1976		1978		1980-1981	
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
Did not work	12	9.4	56	20.5	39	15.2	10	13.2	36	12.7
1 - 5 hours	3	2.3	3	1.1	4	1.6	0	0	1	.3
6 - 10 hours	3	2.3	6	2.2	7	2.7	3	4.0	6	2.1
11 - 15 hours	3	2.3	6	2.2	9	3.5	4	5.3	4	1.4
16 - 20 hours	20	15.7	28	10.3	34½	13.5	11	14.5	35	12.4
21 - 25 hours	19	14.9	22	8.1	22	8.6	9	11.8	20	7.1
26 - 30 hours	5	3.9	25	9.2	18	7.0	3	4.0	7	2.5
Over 30 hours	63	49.2	127	46.4	122½	47.9	36	47.2	174	61.5
Total	128	100.0	273	100.0	256	100.0	76	100.0	283	100.0
Average hours worked		25.1		23.0		23.9		24.0		26.4

How would you describe this work	Year Students Stopped Out			
	1974-1975		1975-1976	
	N	PCT	N	PCT
Identical to what I am doing	104	39.4	83½	38.1
Related or beneficial	62	23.5	39	17.8
Little benefit, except helping to pay my way through college	98	37.1	96½	44.1
Total	264	100.0	219	100.0

Relationship of this work to your major academic field at Harper	Year Students Stopped Out			
	1978		1980-1981	
	N	PCT	N	PCT
Identical	6	9.1	24	9.8
Closely related	14	21.2	56	22.7
Somewhat related	17	25.7	64	26.0
Completely unrelated	29	44.0	102	41.5
Total	66	100.0	246	100.0

Hours per week spent in extra-curricular student activities	Year Students Stopped Out									
	1973-1974		1974-1975		1975-1976		1978		1980-1981	
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
No participation	112	87.5	253	90.0	222	86.8	73	96.1	260	91.5
1 - 3 hours	7	5.4	15	5.3	17	6.6	1	1.3	15	5.3
4 - 7 hours	3	2.4	6	2.1	7	2.7	0	0	5	1.8
8 - 12 hours	0	0	5	1.8	4	1.6	0	0	1	.4
Over 12 hours	6	4.7	2	.8	6	2.3	2	2.6	3	1.0
Total	128	100.0	281	100.0	256	100.0	76	100.0	284	100.0
Average extra-curricular hours		.94		.51		.79		.42		.40

Hours per week spent informally on campus	Year Students Stopped Out									
	1973-1974		1974-1975		1975-1976		1978		1980-1981	
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
Less than 1 hour	77	60.6	158	59.1	116	47.2	45	62.5	221	77.8
1 - 6 hours	38	29.9	86	32.2	92	37.4	24	33.3	57	20.1
7 - 12 hours	10	7.9	17	6.4	31	12.6	3	4.2	5	1.8
12 - 20 hours	2	1.6	5	1.9	4	1.6	0	0	1	.3
Over 20 hours			1	.4	3	1.2	0	0	0	0
Total	127	100.0	267	100.0	246	100.0	72	100.0	284	100.0
Average informal hours		2.35		2.42		3.31		1.88		1.32

Student Activities Attended or student services used	Year Students Stopped Out			
	Average Number of Times Attended		Percent Who Never Attended	
	1978	1980-1981	1978	1980-1981
Legal services at Harper	.18	.07	91.5	96.5
Medical services at Harper	.63	.23	77.5	91.8
Harper sponsored drama presentations	.18	.26	94.4	89.8
Financial aid service an Harper	.68	.27	74.6	89.0
Harper sponsored lectures	.70	.30	73.2	85.2
Harper sponsored films	.70	.44	73.2	80.7
Harper sponsored concerts	.99	.58	60.6	75.0

	GROUPS*										
	1	2	3	4	5	6	7	8	9	10& 11	Total
Returned later	81	79	51	76	38	46	27	38	70	61	567
Did not return	152	126	154	134	59	54	73	61	220	339	1,372
Percent returning later	34.8	38.5	24.9	36.2	39.2	46.0	27.0	38.4	24.1	15.3	29.2
Of those returning											
Percent accumulated under 12 hours	71.6	75.9	72.5	65.8	65.8	78.3	63.0	68.4	68.6	68.9	70.0
Percent accumulated 12 - 23 hours	9.9	12.7	15.7	17.1	21.1	15.2	25.9	13.2	20.0	21.3	17.3
Percent accumulated 24 - 35 hours	11.1	6.3	3.9	10.5	7.9	6.5	7.4	10.5	10.0	8.2	8.4
Percent accumulated 36 - 47 hours	2.5	5.1	2.0	4.0	2.6	0	3.7	5.3	0	1.6	2.4
Percent accumulated 48 hours and more	4.9	0	5.9	2.6	2.6	0	0	2.6	1.4	0	1.9
Average hours accumulated	12.2	10.0	11.0	12.4	10.9	8.0	11.2	11.3	9.7	10.1	10.7
Percent who took exactly three hours	27.2	22.8	39.2	25.0	28.9	30.4	25.9	26.3	28.6	31.2	28.9

Stopout Characteristic	Groups 1 to 8		Groups 10 and 11	
	Percent Returned Later	Average Hours Accumulated After Returning	Percent Returned Later	Average Hours Accumulated After Returning
Accumulated 15 hours or less before stopping out	31.0	11.5	15.2	10.3
Accumulated 16 hours or more before stopping out	38.9	10.7	15.3	9.9
Stopped out in fall after attending previous spring	38.4	10.6	13.5	8.1
Stopped out in spring after attending in fall	31.3	11.6	17.0	11.7

* -- See page 1 for definition of groups

COMPARISON OF STOPOUTS

OVER

VARIOUS TIME PERIODS

	1974-1976 Groups 1 - 8	1978 Group 9	1980-1981 Groups 10 & 11
Percent returning after stopping out	34.9	24.1	15.3
Average credit hours accumulated after returning	11.1	9.7	10.1
Number sampled	1,249	290	400

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

OFFICE OF PLANNING AND RESEARCH

Dear Former Student:

We are following many of the students who leave Harper. We would like to know what you are now doing and your evaluation of Harper. In order for Harper to properly evaluate itself and remain a relevant institution, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to this enclosed questionnaire. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

John A. Lucas

John A. Lucas
Director

HARPER COLLEGE FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

Students enrolled Spring 1975 or Fall 1975

Please list a permanent address where you can always be reached.

_____

_____

When you first attended Harper, what was your primary purpose?

1. Check (✓) one.

_____ A. To obtain an associate degree
_____ B. To obtain a certificate
_____ C. To take courses for two years
_____ D. To take courses for one year
_____ E. To take courses for one semester
_____ F. Not sure

2. Check (✓) one.

_____ A. To prepare to transfer to another university or four year college.
_____ B. To prepare for a specific job or career.
_____ C. To upgrade knowledge or skills in present job or to seek promotion.
_____ D. To search for a field in which I would be interested.
_____ E. For my own general interest or personal development.
_____ F. To upgrade/update my job skills.
_____ G. Other (specify) _____

3. While at Harper were you primarily: Check (✓) one.

_____ A. Full-time student?
_____ B. Part-time student?

4. What is your present status? Check (✓) one.

_____ A. I am employed full time but am not enrolled in college.
_____ B. I am employed full time and am enrolled in college part time.
_____ C. I am employed full time and am enrolled in college full time.
_____ D. I am enrolled in college full time and employed part time.
_____ E. I am enrolled in college full time but am not employed.
_____ F. I am enrolled in college part time and employed part time.
_____ G. I am employed part time but am not enrolled in college.
_____ H. I am enrolled in college part time but not employed.
_____ I. I am in the Armed Forces.
_____ J. I am unemployed and not enrolled in college but am seeking employment.
_____ K. I am a housewife not employed nor enrolled in college.
_____ L. I am not employed nor enrolled in college for some other reasons such as illness or in transition, etc.

5. What are your present educational goals? Check (✓) one.

_____ A. I am presently enrolled full time in a college or university. (includes Harper)
_____ B. I am presently enrolled part time in a college or university. (includes Harper)
_____ C. I plan within the next year to return to college.
_____ D. I plan to return to college some day.
_____ E. I am presently enrolled in a specific training program.
_____ F. I have no plans at present to continue my education.
_____ G. My educational plans are unknown at this point.

6. Are you satisfied with your present educational goals? Check (✓) one.

_____ A. Yes
_____ B. No
_____ C. Not sure

7. How would you describe Harper's greatest educational value to you? Check the one most appropriate.

_____ A. It is of benefit to me on my job.
_____ B. It will help me if I resume my education or it is helping me now at the new college I am attending.
_____ C. It is of benefit to me on off-the-job activities.
_____ D. It is of little or no benefit to me.

8. What could have been done to make your experience at Harper more meaningful and helpful?

_____

_____

_____

EMPLOYMENT ITEMS

If you are employed full time or part time, please answer the following questions, otherwise skip to item 17.

9. Describe your present job/position.

_____ A. Temporary job until I finish my education.
_____ B. Temporary job until another goal is reached.
_____ C. A permanent job/position.

10. How would you classify your present occupation?

_____ A. Social or religious
_____ B. Educational
_____ C. Legal, governmental or political
_____ D. Sales
_____ E. Business or finance
_____ F. Scientific
_____ G. Engineering or related technology
_____ H. Medical fields
_____ I. Arts or humanities
_____ J. Trades
_____ K. Factory semi-skilled
_____ L. Office or clerical
_____ M. Other (specify) _____

_____

11. How related is your present job to your major field at Harper?

_____ A. They are identical.
_____ B. They are closely related.
_____ C. They are somewhat related.
_____ D. They are not related.

12. Which of the following items best describes your employment status?

_____ A. Unskilled labor
_____ B. Semi-skilled labor
_____ C. Technician, skilled labor or foreman
_____ D. Beginning professional
_____ E. Experienced professional or second line supervision
_____ F. Creative scientist or researcher or upper middle management
_____ G. Vice-president level or higher

13. What is your salary range? (Answer only if you are employed full-time)

_____ A. Under $3,328 per year or under $1.60 per hour
_____ B. $3,328 - $4,159 per year or $1.60 - $1.99 per hour
_____ C. $4,160 - $4,999 per year or $2.00 - $2.30 per hour
_____ D. $5,000 - $6,999 per year or $2.40 - $3.36 per hour
_____ E. $7,000 - $8,999 per year or $3.37 - $4.32 per hour
_____ F. $9,000 - $9,999 per year or $4.33 - $4.80 per hour
_____ G. $10,000 - $11,999 per year or $4.81 - $5.76 per hour
_____ H. $12,000 - $14,999 per year or $5.77 - $7.20 per hour
_____ I. $15,000 - $19,999 per year or $7.21 - $9.61 per hour
_____ J. $20,000 - $25,000 per year or $9.62 - $12.02 per hour
_____ K. Over $25,000 per year or over $12.02 per hour

14. Where is your job located?

_____ A. Downtown Chicago
_____ B. Outer fringes of Chicago city limits
_____ C. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Mt. Prospect, Prospect Heights, Wheeling, Buffalo Grove, Elk Grove)
_____ D. Outer Chicago area suburbs
_____ E. Within 40 to 100 miles of Harper College
_____ F. 100 to 500 miles from Harper
_____ G. More than 500 miles from Harper

15. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge	_____	_____	_____
Technical job skills	_____	_____	_____
Communication skills	_____	_____	_____
Managerial skills	_____	_____	_____
Maturity	_____	_____	_____
Other			
_____	_____	_____	_____
_____	_____	_____	_____

16. To what extent do you manage or supervise the work of other people? Check (✓) one.

_____ A. I supervise or manage the work of over 20 people.
_____ B. I supervise or manage the work of 11-20 people.
_____ C. I supervise or manage the work of 5-10 people.
_____ D. I supervise or manage the work of 1-4 people.
_____ E. Occasionally I am a team leader or supervise some people.
_____ F. I never supervise or manage the work of others.

Education

If you are enrolled full time or part time in college, please answer the following questions, otherwise skip to item 25.

17. Which college or university are you enrolled in?

_____ A. Northern Illinois
_____ B. University of Illinois - Circle
_____ C. University of Illinois - Champaign
_____ D. Western Illinois
_____ E. Southern Illinois
_____ F. Illinois State
_____ G. Loyola
_____ H. Roosevelt
_____ I. Northeastern Illinois
_____ J. Eastern Illinois
_____ K. Other (specify) _____

18. Which of the following best describes your status?

_____ A. Freshman
_____ B. Sophomore
_____ C. Junior
_____ D. Senior
_____ E. Graduate
_____ F. Professional school
_____ G. Other (specify) _____

19. What is your major field presently?

_____ A. Agriculture & Conservation
_____ B. Architecture
_____ C. Art
_____ D. Biological Science
_____ E. Business
_____ F. Education
_____ G. Engineering
_____ H. English-literature-speech
_____ I. Home Economics
_____ J. Humanities & Liberal Arts
_____ K. Language
_____ L. Law
_____ M. Math
_____ N. Medical Field
_____ O. Music
_____ P. Physical Education
_____ Q. Physical Science
_____ R. Psychology
_____ S. Other Social Science
_____ T. Other (specify) _____

20. How related is your present major to your major at Harper?

_____ A. They are identical.
_____ B. They are closely related.
_____ C. They are somewhat related.
_____ D. They are not related.

21. What portion of the courses which you took at Harper were you able to transfer? If you don't know for sure, make the best guess you can.

____	A. 0-20%	____	E. 80-90%
____	B. 20-40%	____	F. All but 2 or 3 courses
____	C. 40-60%	____	G. All but 1 course
____	D. 60-80%	____	H. Transferred all courses

22. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✓) the closest GPA.

"A"

____ 4.0 ____ 3.8 ____ 3.6 ____ 3.4 ____ 3.2

"B"

____ 3.0 ____ 2.8 ____ 2.6 ____ 2.4 ____ 2.2

"C"

____ 2.0 ____ 1.8 ____ 1.6 ____ 1.4 ____ 1.2

"D"

____ 1.0 ____ Less than 1.0

23. How much does it cost you or your family per year to attend your present college? Include tuition, books, transportation, room and board, and personal expenses.

____	A. Less than $500	____	E. $2,000 - $2,500
____	B. $ 500 - $1,000	____	F. $2,500 - $3,000
____	C. $1,000 - $1,500	____	G. Over $3,000
____	D. $1,500 - $2,000		

24. Did anything that happened to you at Harper stand out as making the transfer to your present college easier or more difficult? This may include courses taken or not taken, advice or counseling given, difficulty or grading of courses, or any other service received at Harper. If so, please describe.

_____

_____

_____

_____

Evaluation Items

25. Why didn't you enroll Fall 1975 or Spring 1976? Check (√) all which are appropriate.

_____ A. I have taken all courses that I originally wanted to take.
_____ B. Harper offers no further courses that I need. Specify some courses you would have liked. _____

_____

_____ C. I have moved.
_____ D. Family responsibility
_____ E. Job demand (shift in hours or responsibility)
_____ F. I am attending another college.
_____ G. New job opportunity
_____ H. Courses I wanted were filled or cancelled
_____ I. Personal problems
_____ J. I saw no relationship between the courses and my personal, occupational or educational goals.
_____ K. Financial problems - can't afford expenses at Harper
_____ L. Financial - have other financial commitments outside
_____ M. Teachers were ineffective
_____ N. Transportation problems (don't have access to car)
_____ O. Illness
_____ P. Took too many courses which resulted in many academic problems.
_____ Q. Waiting for acceptance in specific program or major field
_____ R. My study effort was too unorganized.
_____ S. Inadequately prepared for college
_____ T. Entering military
_____ U. Courses were too difficult
_____ V. Courses wanted were not offered at right time
_____ W. My educational goals were not defined
_____ X. I wasn't challenged.
_____ Y. Marriage
_____ Z. Wasn't informed of dates and times of registration.
_____ AA. Other (specify) _____

26. When do you plan to return to Harper?

_____ A. I have already returned to Harper since Fall 1975 or Spring 1976.
_____ B. Plan to definitely return in the next year
_____ C. Definitely plan to return to Harper, but not sure as to date.
_____ D. Not sure if I will return to Harper or not.
_____ E. Definitely will not return to Harper.

27. Rate the following type of courses which you took at Harper. Check (✓) one column for each course.

Courses	Outstanding or Most Beneficial	Good Courses	Courses Were O.K.	Courses Were of Little Benefit	Didn't Take Any Courses of This Type
Accounting	____	____	____	____	____
Air Conditioning & Refrigeration	____	____	____	____	____
Anthropology	____	____	____	____	____
Architecture	____	____	____	____	____
Art	____	____	____	____	____
Baking	____	____	____	____	____
Banking	____	____	____	____	____
Biology	____	____	____	____	____
Botany	____	____	____	____	____
Chemistry	____	____	____	____	____
Child Development	____	____	____	____	____
Clerical	____	____	____	____	____
Cooking	____	____	____	____	____
Criminal Justice	____	____	____	____	____
Data Processing	____	____	____	____	____
Dental Hygiene	____	____	____	____	____
Dietetic Technician	____	____	____	____	____
Education	____	____	____	____	____
Electronics	____	____	____	____	____
Engineering	____	____	____	____	____
English Composition	____	____	____	____	____
Fashion Design	____	____	____	____	____
Fire Science	____	____	____	____	____
Food Service	____	____	____	____	____
Foreign Language	____	____	____	____	____
General Business	____	____	____	____	____
Geology	____	____	____	____	____
Geography	____	____	____	____	____
Heating Service	____	____	____	____	____
History	____	____	____	____	____
Humanities	____	____	____	____	____
Industrial & Retail Sec.	____	____	____	____	____
Interior Design	____	____	____	____	____
Journalism	____	____	____	____	____
Legal Technology	____	____	____	____	____
Legal Secretary	____	____	____	____	____
Literature	____	____	____	____	____
Marketing	____	____	____	____	____
Material Management	____	____	____	____	____
Mathematics	____	____	____	____	____
Mechanical Drawing	____	____	____	____	____
Mechanical Engineering	____	____	____	____	____
Medical Lab Technician	____	____	____	____	____
Medical Office Assistant	____	____	____	____	____
Municipal & Government Mgt.	____	____	____	____	____

27. (Continued)

Courses	Outstanding or Most Beneficial	Good Courses	Courses Were O.K.	Courses Were of Little Benefit	Didn't Take Any Courses of This Type
Music	____	____	____	____	____
Numerical Control	____	____	____	____	____
Nursing	____	____	____	____	____
Operating Lab Technician	____	____	____	____	____
Park & Grounds Operations Management	____	____	____	____	____
Physical Education	____	____	____	____	____
Physical Science	____	____	____	____	____
Physics	____	____	____	____	____
Political Science	____	____	____	____	____
Psychology	____	____	____	____	____
Real Estate	____	____	____	____	____
Secretarial Science	____	____	____	____	____
Sociology	____	____	____	____	____
Speech	____	____	____	____	____
Supervisory and Administrative Management	____	____	____	____	____
Human Potenetial Seminar	____	____	____	____	____
Career Planning & Develop.	____	____	____	____	____

28. Are there courses which, had they been included in your curriculum, would have benefited you now, on your job, in college, or in your community?

_____

_____

_____

_____

29. Was the Learning Resources Center (first and second floor, F Bldg.) of help to you while attending Harper? Check (✓) those that apply.

____ A. I very seldom or never used the Center.
____ B. I found the Center a good place to study.
____ C. It was easy to find and check out almost all the books I needed.
____ D. The audio-visual material available in the media section was very helpful.
____ E. I had trouble getting much of the material I needed. (Explain) _____

_____

____ F. Other

_____

_____

30. How many times did you change your educational or vocational goals as a result of attending Harper?

____ A. More than one major change
____ B. One major change
____ C. Made only minor change(s)
____ D. I am not sure I made a change

31. Check which student activities or non-classroom experiences were of most benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ A. Guest speakers
_____ B. Concerts
_____ C. Films
_____ D. Clubs
_____ E. Intramural sports
_____ F. Varsity athletics
_____ G. Harbinger
_____ H. Radio Station WHCM
_____ I. Mini courses
_____ J. Browsing in Learning Resource Center
_____ K. Other (specify) _____

32. Check which student activities or non-classroom experiences at Harper were of least benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ A. Guest speakers
_____ B. Concerts
_____ C. Films
_____ D. Clubs
_____ E. Intramural Sports
_____ F. Varsity athletics
_____ G. Harbinger
_____ H. Radio Station WHCM
_____ I. Mini courses
_____ J. Browsing in Learning Resource Center
_____ K. Other (specify) _____

33. While at Harper, please evaluate the following which might have happened to you. Check (✓) one column for each item.

Experience	This Was a Good Experience	This Was a Neutral Experience	This Was a Bad Experience	This Never Happened to Me at Harper
A. Participated in College Day	____	____	____	____
B. Transferred as a result of interview with college recruiter	____	____	____	____
C. Applied for financial help but did not receive any	____	____	____	____
D. Received financial aid	____	____	____	____
E. Participated in vocational counseling testing	____	____	____	____
F. Sought job placement from the college	____	____	____	____
G. Used the Job Placement bulletin	____	____	____	____
H. Referred the Job Placement bulletin to someone else or passed on my copy	____	____	____	____
I. Used Health Service	____	____	____	____
J. Participated in On Campus Job Recruitment	____	____	____	____
K. Used the job data bank in the Placement Career Development Center	____	____	____	____

34. Could the Placement and Career Development Center have helped you in any way (make one check (✓) for each row).

	Definitely Yes	Not Sure	Definitely Not
A. I could have used help in choosing a career.	____	____	____
B. I could have used help in finding employment.	____	____	____
C. I could have used help in writing resumes.	____	____	____
D. I could have used help with interview preparation and techniques.	____	____	____

35. Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect.

1. Excellent
2. Very good
3. Average
4. Borderline effectiveness
5. Poor or ineffective
*

*(Please check (✓) if you have no basis for rating the aspect)

While at Harper	College Now Attending (if any)		
____	____	A.	Teaching faculty
____	____	B.	Course selection
____	____	C.	Counseling
____	____	D.	Admissions program
____	____	E.	Records and registration
____	____	F.	Student activities (lectures, concerts, films, clubs, social events, student government, student publications, game area)
____	____	G.	Job Placement
____	____	H.	Financial Aids
____	____	I.	Health service
____	____	J.	Intercollegiate athletics
____	____	K.	Food Service
____	____	L.	Intramurals
____	____	M.	Learning Resources Center (1st & 2nd floor bldg. F
____	____	N.	Learning atmosphere
____	____	O.	Student body
____	____	P.	Testing services
____	____	Q.	Veterans office

The following three items ask you to rate the counseling and advising you recieved at Harper.

36. I saw a counselor for the following reasons. Check (✓) all that are appropriate.

____ A. Academic advising
____ B. Personal counseling
____ C. Career planning
____ D. Information only
____ E. Registration
____ F. Not at all

37. How helpful did you find the counseling you received?

_____ A. Very helpful (explain) _____

_____

_____ B. Somewhat helpful

_____ C. Not helpful (explain) _____

_____

_____ D. No opinion or didn't receive any advice from a counselor.

38. If advised by a faculty member, please rate degree of helpfulness.

_____ A. Very helpful (explain) _____

_____

_____ B. Somewhat helpful

_____ C. Not helpful (explain) _____

_____

_____ D. No opinion or didn't receive any advice from a faculty member.

39. How many hours did you work per week <u>for Harper</u> while attending Harper? This might include working in the offices, the bookstore, food service, learning resources center, or other areas of the College. Check (✓) one.

_____ A. Did not work for Harper
_____ B. 1 to 5 hours
_____ C. 6 to 10 hours
_____ D. 11 to 15 hours
_____ E. 16 to 20 hours
_____ F. 21 to 25 hours
_____ G. 26 to 30 hours
_____ H. Over 30 hours

40. How many hours did you work per week <u>off campus</u> while attending Harper? Check (✓) one.

_____ A. Did not work off campus
_____ B. 1 to 5 hours
_____ C. 6 to 10 hours
_____ D. 11 to 15 hours
_____ E. 16 to 20 hours
_____ F. 21 to 25 hours
_____ G. 26 to 30 hours
_____ H. Over 30 hours

41. How would you describe this work? Check (✓) one.

_____ A. It was identical to what I am now doing.
_____ B. It was related or beneficial to what I am now doing.
_____ C. It was of little benefit to what I am now doing except that it helped pay my way through college.

42. How many hours per week did you spend in extracurricular activities - such as student publications, government, clubs, etc.? Check (✓) one.

_____ A. I did not participate.
_____ B. 1 to 3 hours per week.
_____ C. 4 to 7 hours per week.
_____ D. 8 to 12 hours per week.
_____ E. Over 12 hours per week.

43. How many hours per week did you spend informally - such as in bull sessions, in the cafeteria or lounge, playing cards or pool, etc.? Check (✓) one.

_____ A. Less than one hour
_____ B. 1 to 6 hours
_____ C. 7 to 12 hours
_____ D. 12 to 20 hours
_____ E. Over 20 hours

44. Make any **other** comments you wish to make concerning Harper College.

_____

_____

_____

_____

_____

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

OFFICE OF PLANNING AND RESEARCH
January 12, 1979

Dear Student:

We are following many of the students who leave Harper one time or another. We would like to know what you are now doing and your evaluation of Harper. In order for Harper to properly evaluate itself and remain a relevant institution, it is essential to have good information on students who have attended Harper. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to this enclosed questionnaire. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

John A. Lucas

John A. Lucas
Director

Enclosure

SURVEY OF STUDENTS NOT ENROLLED FALL 1978

1. What was your primary purpose in enrolling at Harper? Check (✓) one.

_____ A. Earn an Associate Degree and then transfer.
_____ B. Earn an Associate Degree in a career field.
_____ C. Earn a certificate in a career field.
_____ D. Take some courses and then transfer to another college.
_____ E. Take some courses to upgrade my job skills.
_____ F. To search for educational and career goals.
_____ G. Take some courses for my own general interest.
_____ H. Other (specify) _____

2. Did you have a major field of study at Harper? Check (✓) one.

_____ A. Yes (specify what it was) _____
_____ B. No. I didn't need a major field.
_____ C. No. I was searching for a major field.

3. What is your present status?

_____ A. I am employed full time but am not enrolled in college.
_____ B. I am employed full time and am enrolled in college part time.
_____ C. I am employed full time and am enrolled in college full time.
_____ D. I am enrolled in college full time and am employed part time.
_____ E. I am enrolled in college full time but am not employed.
_____ F. I am enrolled in college part time and am employed part time.
_____ G. I am employed part time but am not enrolled in college.
_____ H. I am enrolled in college part time but am not employed.
_____ I. I am in the Armed Forces.
_____ J. I am unemployed and not enrolled in college but am seeking employment.
_____ K. I am a homemaker not employed nor enrolled in college.
_____ L. I am not employed nor enrolled in college for some other reason such as illness or in transition, etc.

4. Why didn't you enroll for the fall 1978 semester at Harper? Check (✓) the one most important reason.

_____ A. I decided to transfer to another college.
_____ B. I completed all the courses in which I was interested.
_____ C. I moved out of Harper's district.
_____ D. Family responsibilities prevented me.
_____ E. My educational goals were not well defined.
_____ F. Harper offered nothing further in which I was interested.
_____ G. None of the fall courses were offered at a time convenient to me.
_____ H. My study effort was too unorganized.
_____ I. I had financial problems and could no longer afford further education.
_____ J. My instructors at Harper were ineffective.
_____ K. Marriage
_____ L. The courses I wanted in the fall were canceled or filled.
_____ M. I was offered a new job or promotion.
_____ N. There seemed to be no relationship between my goals and the courses at Harper.
_____ O. Personal problems.
_____ P. I wasn't challenged at Harper.
_____ Q. Illness or accident.
_____ R. I was inadequately prepared for the courses at Harper.
_____ S. I wasn't informed of registration times.
_____ T. I am awaiting acceptance in a specific program.
_____ U. I have transportation problems getting to Harper.
_____ V. The courses were too difficult for me at Harper.
_____ W. Other (specify) _____
_____

5. What are you present educational goals? Check (✓) one.

_____ A. I am presently enrolled full time in a college or university.
_____ B. I am presently enrolled part time in a college or university.
_____ C. I plan within the next year to return to Harper.
_____ D. I plan within the next year to return to another college.
_____ E. I plan to return to Harper some day.
_____ F. I plan to return to another college some day.
_____ G. I am presently enrolled in a specific training program.
_____ H. I have completed my educational plans.
_____ I. My educational plans are unknown at this point.

6. Are you satisfied with you present educational goals? Check (✓) one.

_____ A. Yes
_____ B. No
_____ C. Not sure

7. How would you describe Harper's greatest educational value to you? Check (✓) all which apply.

_____ A. It is of benefit to me on my job.
_____ B. It will help me if I resume my education.
_____ C. It is helping me now at the new college I am attending.
_____ D. Harper has helped me gain a greater appreciation of life.
_____ E. It is of little or no benefit to me.

Employment Items

If you are employed full or part time, please answer the following items. If not, skip to item 17.

8. Describe your present job/position.

_____ A. Temporary job until I finish my education.
_____ B. Temporary job until another goal is reached.
_____ C. Permanent job/position.

9. Are you self-employed?

_____ A. Yes, full time.
_____ B. Yes, part time.
_____ C. No.

10. Which of the following items best describes your employment status?

_____ A. Unskilled labor
_____ B. Semi-skilled labor
_____ C. Technician, skilled labor or foreman
_____ D. Beginning professional
_____ E. Experienced professional or second line supervision
_____ F. Creative scientist or researcher or upper middle management
_____ G. Vice-president level or higher

11. How related is your present job to your major field and what you prepared for at Harper?

_____ A. They are identical.
_____ B. They are closely related.
_____ C. They are somewhat related.
_____ D. They are not related.

12. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge			
Technical job skills			
Communication skills			
Managerial skills			
Maturity			
Job search skills			
A greater appreciation of life			
Other (specify)			
_____			

13. To what extent do you manage or supervise the work of other people? Check (✓) one.

_____ A. I supervise or manage the work of over 20 people.
_____ B. I supervise or manage the work of 11-20 people.
_____ C. I supervise or manage the work of 5-10 people.
_____ D. I supervise or manage the work of 1-4 people.
_____ E. Occasionally I am a team leader or supervise some people.
_____ F. I never supervise or manage the work of others.

14. What is your salary range?

_____ A. Under $3,328 per year or under $1.60 per hour.
_____ B. $3,328 - $4,159 per year or $1.60 - $1.99 per hour.
_____ C. $4,160 - $4,999 per year or $2.00 - $2.39 per hour.
_____ D. $5,000 - $6,999 per year or $2.40 - $3.36 per hour.
_____ E. $7,000 - $8,999 per year or $3.37 - $4.32 per hour.
_____ F. $9,000 - $9,999 per year or $4.33 - $4.80 per hour.
_____ G. $10,000 - $11,999 per year or $4.81 - $5.76 per hour.
_____ H. $12,000 - $14,999 per year or $5.77 - $7.20 per hour.
_____ I. $15,000 - $19,999 per year or $7.21 - $9.61 per hour.
_____ J. $20,000 - $24,999 per year or $9.62 - $12.01 per hour.
_____ K. $25,000 - $29,999 per year or $12.02 - $14.41 per hour.
_____ L. $30,000 - $34,999 per year or $14.42 - $16.82 per hour.
_____ M. $35,000 - $40,000 per year or $16.83 - $19.23 per hour.
_____ N. Over $40,000 per year or $19.23 per hour.

15. In what geographic area do you work?

_____ A. Downtown Chicago
_____ B. Outer fringes of Chicago city limits
_____ C. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Mt. Prospect, Prospect Heights, Wheeling, Buffalo Grove, Elk Grove)
_____ D. Other Chicago area suburbs
_____ E. Within 40 to 100 miles of Chicago
_____ F. In Illinois more than 100 miles from Chicago
_____ G. Outside of Illinois

_____

16. How did you find your job? Check (✓) one

_____ A. The Placement Office at Harper helped me find it.
_____ B. Placement Job Bulletin
_____ C. The coordinator of my program helped me find it.
_____ D. Another faculty member helped me.
_____ E. A friend helped me.
_____ F. Found my job through another source such as newspaper ads or personnel agency (specify) _____
_____ G. I found my job all on my own.
_____ H. I am working on the same job which I had when enrolled at Harper, thus I have not looked for a job since leaving Harper.
_____ I. I am working on the same job which I had when enrolled at Harper, but I am now looking for another job.

Education Items

If you are presently enrolled in a college or university, please answer the following five questions. Otherwise skip directly to item 22.

17. Which college or university are you enrolled in?

_____ A. Northern Illinois
_____ B. University of Illinois - Circle
_____ C. University of Illinois - Champaign
_____ D. Western Illinois
_____ E. Southern Illinois
_____ F. Harper
_____ G. Illinois State
_____ H. Loyola
_____ I. Roosevelt
_____ J. Northeastern Illinois
_____ K. Eastern Illinois
_____ L. Other (specify) _____

18. Which of the following best describes your status?

_____ A. Freshman
_____ B. Sophomore
_____ C. Junior
_____ D. Senior
_____ E. Graduate school
_____ F. Professional school
_____ G. Other (specify) _____

19. How related is your present major to your major at Harper?

_____ A. They are identical.
_____ B. They are closely related.
_____ C. They are somewhat related.
_____ D. They are not related.

20. How many credit hours taken at Harper were you not able to successfully transfer to your new college? If you don't know the exact number of hours, make the best guess you can. Check (✓) one.

_____ A. 18 or more credit hours (specify how many) _____
_____ B. 15-17 credit hours
_____ C. 12-14 credit hours
_____ D. 9-11 credit hours
_____ E. 6-8 credit hours
_____ F. 3-5 credit hours
_____ G. 1 or 2 credit hours
_____ H. Zero
_____ I. Transferred all credit hours successfully

21. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✓) the closest GPA?

"A"

_____ 4.0 _____ 3.8 _____ 3.6 _____ 3.4 _____ 3.2

"B"

_____ 3.0 _____ 2.8 _____ 2.6 _____ 2.4 _____ 2.2

"C"

_____ 2.0 _____ 1.8 _____ 1.6 _____ 1.4 _____ 1.2

"D"

_____ 1.0 _____ Less than 1.0

Evaluation Items

22. Which type of courses taken at Harper have been of most benfit to you on the job, in college, or in the community? Check (✓) all those that apply.

_____ A. Accounting
_____ B. Architecture
_____ C. Art
_____ D. Baking
_____ E. Banking
_____ F. Biology
_____ G. Career Planning & Development
_____ H. Child Development
_____ I. Clerical
_____ J. Cooking
_____ K. Criminal Justice
_____ L. Data Processing
_____ M. Dental Hygiene
_____ N. Dietetic Techician
_____ O. Education
_____ P. Electronics
_____ Q. English
_____ R. Fashion Design
_____ S. Fire Science
_____ T. Food Service
_____ U. General Business
_____ V. Heating Service
_____ W. History
_____ X. Human Potential Seminar
_____ Y. Industrial & Retail Security
_____ Z. Interior Design
_____ AA. Journalism
_____ BB. Legal Technology
_____ CC. Legal Secretary
_____ DD. Marketing
_____ EE. Material Management
_____ FF. Math
_____ GG. Mechanical Drafting
_____ HH. Mechanical Engineering
_____ II. Medical Lab Technician
_____ JJ. Medical Office Assistant
_____ KK. Municipal & Govt. Mgmt.
_____ LL. Nursing
_____ MM. Operating Room Technician
_____ NN. Park & Grounds Management
_____ OO. Philosophy & Humanities
_____ PP. Physical Science
_____ QQ. Physical Education
_____ RR. Political Science
_____ SS. Psychology
_____ TT. Real Estate
_____ UU. Refrigeration & Air Cond.
_____ VV. Secretarial Science
_____ WW. Tutoring Services
_____ XX. Remedial Courses

23. Which type of courses taken at Harper have been of least benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

_____ A. Accounting
_____ B. Architecture
_____ C. Art
_____ D. Baking
_____ E. Banking
_____ F. Biology
_____ G. Career Planning & Development
_____ H. Child Development
_____ I. Clerical
_____ J. Cooking
_____ K. Criminal Justice
_____ L. Data Processing
_____ M. Dental Hygiene
_____ N. Dietetic Technician
_____ O. Education
_____ P. Electronics
_____ Q. English
_____ R. Fashion Design
_____ S. Fire Science
_____ T. Food Service
_____ U. General Business
_____ V. Heating Service
_____ W. History
_____ X. Human Potential Seminar
_____ Y. Industrial & Retail Security
_____ Z. Interior Design
_____ AA. Journalism
_____ BB. Legal Technology
_____ CC. Legal Secretary
_____ DD. Marketing
_____ EE. Material Management
_____ FF. Math
_____ GG. Mechanical Drafting
_____ HH. Mechanical Engineering
_____ II. Medical Lab Technician
_____ JJ. Medical Office Assistant
_____ KK. Municipal & Govt. Mgmt.
_____ LL. Nursing
_____ MM. Operating Room Technician
_____ NN. Park & Grounds Management
_____ OO. Philosophy & Humanities
_____ PP. Physical Science
_____ QQ. Physical Education
_____ RR. Political Science
_____ SS. Psychology
_____ TT. Real Estate
_____ UU. Refrigeration & Air Cond.
_____ VV. Secretarial Science
_____ WW. Tutoring Services
_____ XX. Remedial Courses

24. How helpful was the instruction you received? Check (✓) as many as apply.

_____ A. Was generally or sometimes very helpful (explain) _____

_____

_____

_____ B. Instruction was generally or was sometimes adequate.
_____ C. Was generally or sometimes not helpful (explain) _____

_____

_____

_____ D. No opinion

25. Did you change your educational or vocational goals as a result of attending Harper?

_____ Yes _____ Maybe _____ No How many times? _____

If you made changes, describe their nature. Check (✓) one.

_____ A. It was a shift to a completely different field.
_____ B. It was a shift to a related field.
_____ C. Combination of 1 & 2.

26. Also, if you **made changes**, check (✓) what **services you used** in making this change?

_____ A. Counseling
_____ B. Career Library
_____ C. Placement Office (Career Development Center)
_____ D. Other (specify) _____
_____ E. No services were used.

27. I saw a counselor for the following reasons. Check (✓) all that are appropriate.

_____ A. Academic advising
_____ B. Personal counseling
_____ C. Career planning
_____ D. Information only
_____ E. Registration
_____ F. Not at all

28. How helpful did you find the counseling you received?

_____ A. Very helpful (explain) _____
_____
_____ B. Somewhat helpful
_____ C. Not helpful (explain) _____
_____
_____ D. No opinion or didn't receive any advice from a counselor.

29. If advised by a teaching faculty member, please rate degree of helpfulness.

_____ A. Very helpful (explain) _____
_____
_____ B. Somewhat helpful
_____ C. Not helpful (explain) _____
_____
_____ D. No opinion or didn't receive any advice from a teaching faculty member.

30. Make any comments you wish to make concerning Harper College.

_____

_____

_____

_____

_____

Harper Experiences

31. How many hours did you work per week while attending Harper? Check (✓) one alternative.

_____ A. I did not work.
_____ B. 1 to 5 hours
_____ C. 6 to 10 hours
_____ D. 11 to 15 hours
_____ E. 16 to 20 hours
_____ F. 21 to 25 hours
_____ G. 26 to 30 hours
_____ H. Over 30 hours

32. What was the relationship of this work to your major academic field at Harper? Check (✓) one.

_____ A. It was identical.
_____ B. It was closely related.
_____ C. It was somewhat related.
_____ D. It was completely unrelated.

33. How many hours per week did you spend in co-curricular student activities such as student publications, government, clubs, etc? Check (✓) one alternative.

_____ A. I did not participate.
_____ B. 1 to 3 hours per week.
_____ C. 4 to 7 hours per week.
_____ D. 8 to 12 hours per week.
_____ E. Over 12 hours per week.

34. How many hours per week did you spend informally - such as bull sessions, in the cafeteria or lounge, playing cards or pool, etc? Check (✓) one alternative.

_____ A. Less than one hour
_____ B. 1 to 6 hours
_____ C. 7 to 12 hours
_____ D. 12 to 20 hours
_____ E. Over 20 hours

35. Which of the following student activities did you attend or student services did you use? Check (✓) the appropriate column for each item.

	Attended or used a number of times	Attended or used once or twice	Never attended or used
Harper sponsored concerts			
Harper sponsored drama presentations			
Harper sponsored lectures			
Harper sponsored films			
Legal services at Harper			
Medical services at Harper			
Financial aid services at Harper			

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JUL 29 1983